

Book Reviews

Masters: Portraits of Great Teachers.

Joseph Epstein, editor.

New York:

Basic Books, Inc., Publishers, 1981.

Reviewed by Lowell Horton, Northern Illinois University, DeKalb, Illinois.

Joseph Epstein asked noted intellectuals to write "critical appreciations"—eulogies and testimonials were not wanted—of teachers who exerted significant influence over their lives. The result is this book that records impressive teaching performances from the past 50 years.

No definition adequately encompasses all great teaching. Master teachers are of both sexes. They have various physical characteristics and political persuasions. Some are charitable, cheerful, and congenial, nurturing emerging students with gentleness and respect. Others sharply and severely rule with intimidating formidability. Many respondents remembered their most influential and revered teachers as playing God in the classroom. Sidney Hook, reflecting on Morris R. Cohen 50 years later, pays tribute to the tremendous influence Cohen had in shaping his life, but he remains shocked at the insensitivity and courtesy bordering on cruelty of Cohen's teaching persona.

No special pedagogical methods or doctrines appear in these recollections.



Christian Gauss	EDWARD WILSON
Morris Raphael Cohen	JOHN ST. JOHN
Alfred North Whitehead	JOSEPH CARLOIS BRENNAN
Frederick J. Tugger	ROBERT SWEET
Natalie Boulanger	HERMAN R. HODDER
F. O. Matthiessen	KENNETH S. LYNN
Arthur O. Lovejoy	LEWIS S. PEPPER
Tier Winters	GERALD CRAFF
John William Miller	GEORGE P. MORKEWAT
Ruth Benedict	VICTOR BARNETT
John Dewey	JOHN D. BURRITT
Hannah Arendt	PETER STEPHEN & JEAN YARBROUGH
I. A. Richards	HELEN FRIMLEY
C. S. Lewis	JOHN WATKINS
Leo Strauss	WERNER J. BRAUNHEIMER
J. Robert Oppenheimer	JEREMY REINHOLD
Julian Schlosser	
Philip Frank	

Cohen conceived of teachers as sanitation engineers sent into the world to free the students' minds of intellectual rubbish. Many teachers used the lecture method to the exclusion of all else. Others were almost totally committed to discussion and dialogue or used combinations of lecture, discussion, and tutorials.

There appears to be no organic connection between a teacher's personality and wisdom. Some of the teachers most fondly remembered for their extraordinary intellectual power and force of presence in the classroom were ill-tempered and boring in their personal lives. Some exhibited anti-feminist and racial prejudices along with other quirks and paradoxes. Others were models of just, humane, and consistent attitudes both in and out of the classroom.

Since these differences exist among the 16 master teachers recalled in this text, what then can we learn about great teachers? Are there characteristics common to all of these educators who are recollected with gratitude and awe? The answer is yes. All believed fervently in what they were teaching. What they had to say was worth saying, and the substance of their courses was crucial. Even though all great teaching contains some theater, platform presence did not disguise emptiness of content. Evangelical zeal and dramatic finesse were vehicles for intellectually rigorous content and academic integrity. Indeed, the master teachers were without exceptions models of intense almost priestly seriousness about their subjects. Literature (or philosophy or art) had become their religion.

Along with a strong belief in their subjects, the great teachers were strongly committed to students. These teachers never underestimated the ability of their students, challenging them, and pushing them to the wall. Grading was rigorous and high marks were few. None made the usual plays for popularity. They were in no way indulgent of student whims. They were all able to inspire in their students a dedication to the subject of instruction. Students learned not so much facts or positions but a posture of mind and spirit that proved enduring.



The relationship between teacher and student like that between parent and child is marked by ambivalence. Quite apart from personal influence, teachers can never be certain their teaching is even effective. This text suggests that a person cannot adequately evaluate teachers until years after sitting in their classrooms. Influence is subtle, sometimes accidental, and often mysterious. Master teachers are sculptors in the snow—remembered only by the generations who have seen them in action and felt the effects of their presence. Different teachers affect individual students in different ways but when students have been reached the response is the same—respect, admiration, and a strong and lasting influence.

Henry Adams was right when he wrote: "A teacher affects eternity; he can never tell where his influence stops."

Available from Basic Books, Inc., 10 East 53rd St., New York, NY 10022.

Education and Work: Eighty-first Yearbook of the National Society for the Study of Education.

Harry Silberman, editor.

Chicago:

University of Chicago Press, 1982.

Reviewed by Arthur W. Steller, Assistant Superintendent, Shaker Heights City School District, Shaker Heights, Ohio.

The decline of this country's preeminence in real economic terms along with concerns about productivity and workforce capacity place *Education and Work* at the forefront of societal issues.

Industrialized countries have advanced the cause of humankind by using education to keep pace with changing employment needs. As the commitment to schooling wanes, a corresponding drop in economic leadership follows. At this point in our nation's history, reflective discourse on this topic is most timely.

The traditional analogy of vocational education as a bridge between school and the working world is inherently false, since "Education is a form of work and work is a form of education." Learning in the classroom or laboratory should be transferrable to learning on the job.

The vocational education topics covered are: historical perspectives in the United States and elsewhere, successes and failures of government and business training programs, use of licensure and certification for entry level qualifications, marginal employability of minorities, and negative consequences of alienation and unemployment.

Although a scholarly volume, the writing style is straightforward. The book should prove useful to vocational educators, particularly at the college level.

Available for \$17 from University of Chicago Press.

McDonogh 15: Becoming a School.

Lucianne Bond Carmichael.
New York:
Avon Books, 1981.

—Reviewed by Kathleen Devaney, Teachers' Centers Exchange, Far West Laboratory for Educational Research, San Francisco, California.

Very early in her adventure of making her dream of a "lighthouse school" come true, Lucianne Carmichael learned "where the real help comes from—it comes from ourselves." Thus this is not a story of expertise and interventions but of a principal (Carmichael), teachers, secretary, janitor, parents, neighbors, and children "becoming a school," using their own heads and hands, hard work, and companionship.

Set in New Orleans' French Quarter, this true story is full of personal detail

and feeling, character development, misadventure, doubt, obstacles, accomplishment—it reads like a novel. Seldom have the educational ideals of experiential learning that permeate the book sounded so convincing in relation to American public schools. Here the translation from ideal to classroom is described with practicality and honesty so rare as to qualify as courage. Carmichael and the McDonogh 15 staff transformed their failures not into a rationalization of why informal curriculum and methods would not work for poor, non-white, urban children but rather into realistic understanding of themselves and the children so that the ideals could be made to work.

Read this book if you think elementary school teaching is a job for people of mediocre talent, imagination, and energy; if you think "the basics" is all we can realistically expect "to deliver" to poor children. Or read it if you disagree with those propositions and need a shot in the arm.

Available from Avon Books, 959 Eighth Ave., New York, NY 10019, for \$2.95.

Curriculum Planning: The Dynamics of Theory and Practice.

Dale L. Brubaker.
Glenview, Illinois:

Scott, Foresman and Company, 1982.

—Reviewed by Kenneth T. Henson, Professor and Coordinator of Doctoral Programs in Curriculum and Supervision, Delta State University, Cleveland, Mississippi.

Most curriculum texts focus on the processes and techniques of curriculum development; few include the foundations for making curriculum decisions. Other curriculum texts concentrate solely on curriculum theory. Brubaker's *Curriculum Planning* combines foundations, theory, and practice.

Beginning a step earlier than most curriculum development texts, Brubaker first asks, "Is it worth it?" and then, "What can be done?" He stresses strategies for leading others toward attainment of selected goals and objectives.

After building his conceptual framework Brubaker states his thesis as to what

he believes is desirable and possible in curriculum planning and provides case studies on implementation.

Available from Scott, Foresman and Company, 1900 East Lake Ave., Glenview, IL 60025, for \$12.95.

Bits 'n Bytes About Computing: A Computer Literacy Primer.

Rachelle S. Heller and C. Dianne Martin.
Rockville, Maryland:
Computer Science Press, Inc., 1982.

—Reviewed by Albert Goldberg, Wayne County Intermediate School District, Wayne, Michigan.

The pressure on schools to become "technologically relevant" is translated by practitioners to mean "computer literacy." Experts disagree, however, as to content, scope, sequence, and methodology for designing instructional programs dealing with it. We are awash with materials for teachers and students carrying the label "computer literacy."

This primer is for those, teachers and students, poised to jump on the technological bandwagon. For the jump, a background in science and math is not needed; access to a computer is not required; no computer language must be learned.

Developed for preservice teachers, resulting from courses taught, it is minimally technical—truly a primer whose content, approach, manifold resource lists, and exercises make it an excellent and nonthreatening take-off point for additional learning about and experience in computer literacy skills.

Available from Computer Science Press, Inc., 11 Taft Ct., Rockville, MD 20850, for \$17.95.

In a Different Voice: Psychological Theory and Women's Development.

Carol Gilligan.
Cambridge, Massachusetts:
Harvard University Press, 1982.

—Reviewed by Shirley A. McFaull, University of Houston at Clear Lake, Houston, Texas.

In this extraordinary book, Gilligan clearly demonstrates that major psychological theories explaining adult development have ignored women's "voices"

or perceptions and experiences. It is not surprising, then, that women are often seen as "deficient" or less highly developed than men in Freud, Erikson, and Kohlberg models.

Through interview data collected in three studies, Gilligan unveils the "different" voice of women and finds that (1) women emphasize responsibility while men speak of rights in dealing with questions of morality, (2) women find themselves embedded in interpersonal situations while men seek to become autonomous, (3) women more consistently speak of care while men speak of justice. Gilligan elucidates a developmental sequence she finds in women's thinking, contrasts it with generally accepted theory, and argues for an integration of the two disparate visions. This book is essential reading.

Available from Harvard University Press for \$15.

Battleground: The Autobiography of Margaret A. Haley.
Robert L. Reid, editor.
Urbana, Illinois:
University of Illinois Press, 1982.

—Reviewed by Murry Nelson, The Pennsylvania State University, University Park, Pennsylvania.

Margaret A. Haley was less an educator than a leader. She left her classroom in Chicago in 1900 on a leave of absence to work full time for the fledgling Chicago Teachers Federation. For 40 years she fought school superintendents, mayors, state legislators, governors, and boards of education in a struggle to provide fair salaries for teachers and just schooling for children in Chicago. Along the way she gained access to the greatest wielders of political power in the nation including Presidents Wilson, Taft, and Franklin Roosevelt.

This is less an education book than one of labor, power, and struggle in school systems. Teachers, scholars, administrators, and historians will find the book, excellently edited with notes by Robert Reid, an uplifting, timely volume.

Available from University of Illinois Press, Box 5081, Station A, Champaign, IL 61820, for \$22.95.

Playthings as Learning Tools: A Parent's Guide.

Joan P. Isenberg and Judith E. Jacobs.
New York:
John Wiley & Sons, Inc., 1982.

—Reviewed by Doris Brown, University of Missouri, St. Louis.

The whole family will enjoy this collection of traditional games and activities that help children learn while having fun. The guide, giving renewed status to play for developing thinking, social, and psychomotor ability, contains clear parent directions, and lists both "found" and economical commercial materials. Most of the playthings and events even have three developmental levels of suggested use. The text ends with a table of all activities, cross referenced according to specific learning outcomes, making it valuable for parents, early childhood teachers, and educators who advise parents on helping children learn.

Available from John Wiley & Sons, Inc., for \$7.95.

A Guide for Student Tutors. Tutoring: A Guide for Success. Developing a Successful Tutoring Program.

Patricia S. Koskinen and Robert M. Wilson.
New York:
Teachers College Press, 1982.

—Reviewed by David W. Johnson, University of Minnesota, Minneapolis.

If you're planning to initiate and maintain a tutoring program in your school, this book and its two supplementary booklets offer practical, step-by-step procedures. The short chapters provide concise guidelines on: getting started, recruiting and selecting tutors and tutees, administering the program, training tutors, and maintaining the program. The supplementary booklets are specifically a guide for adult tutors and student tutors.

Available from Teachers College Press, 1234 Amsterdam Ave., New York, NY 10027, for \$3.50, \$5.95, and \$15.95 respectively.

Content Area Reading: An Individualized Approach.

Mary M. Dupuis and Eunice N. Askov.
Englewood Cliffs, New Jersey:
Prentice-Hall, Inc., 1982.

—Reviewed by Verne Peters, Belleville Area College, Belleville, Illinois.

Fewer youngsters would fail to become proficient readers of the content taught in elementary and secondary schools if teachers were trained to teach reading along with their specialization as prescribed by Dupuis and Askov. Theirs is a sound individualized diagnostic approach to complex concepts, vocabulary, and syntax—all effectively demonstrated with unit plans, flexible groupings, and individualized case studies in a wide range of school settings. This is an important book for middle, junior high, and senior high school teachers. It's a one-volume library for college reading methodology.

Available from Prentice-Hall, Inc., for \$20.95.

Problem Behavior Management: Educator's Resource Service.

Bob Algozzine.
Rockville, Maryland:
Aspen Systems Corporation, 1982.

—Reviewed by Mildred G. Ness, James P. B. Duffy School No. 12, Rochester, New York.

Several characteristics of *Problem Behavior Management* place it a cut above similar volumes: an easy format (looseleaf style), excellent organization, lucid writing, and practical suggestions. The recommended treatment strategies are all easily implemented in public school classrooms and the practical examples ring so true you know they have been tried. Updating of information is scheduled for regular insertion in the "Current Review of Literature" section and new research and methodology are integrated to correspond with previously presented units. Even though you may be inundated with material on managing student behavior, explore this useful resource for elementary and secondary teachers.

Available from Aspen Systems Corporation, P.O. Box 6018, Gaithersburg, MD 20877 for \$79, including two revisions: subsequent semi-annual revisions available for \$55.

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