
Trouble-Shooting Classroom Problems.

Murray Tillman,
Glenview, Illinois

Scott, Foresman & Company, 1982.

—Reviewed by Robert McNergney, University of Virginia, Charlottesville.

Classroom teachers can become self-sufficient problem solvers. To help them do so, Tillman uses a "trouble-shooting model"—designed to identify problems, explore causes of problems, and generate potential solutions. Writing a quasi-programmed text, he relies heavily on flowcharts, examples, checklists, practice exercises, and worksheets to actively involve the reader. The book is essentially a collection of modules and it can't be used adequately without another text written by Tillman and colleagues. It is not a set of dull, teacher-proof exercises, but is intended to provoke teachers into thinking for themselves.

Available from Scott, Foresman & Company, 1990 E. Lake Ave., Glenview, IL 60025, for \$9.95.

Issues in International Bilingual Education: The Role of the Vernacular.

Beverly Hartford, Albert Valdman, and Charles R. Foster, editors,
New York

Plenum Press, 1982.

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

This book's theme—the role of the vernacular in international bilingual education—is unique. Whereas other books have addressed one or the other, none have integrated the two and focused on them as inseparable issues. Three major areas of concern emerge from this focus: the problem of language variation; the implications of multilin-

gualism for Third World and ethnic minority communities; and the role of the educational, social, economic, and political institutions in determining language policy.

Implementing bilingual education is no easy task. It is not just making decisions about linguistic concerns, but it concerns the whole spectrum of educational policy. The field is and must be interdisciplinary—a fact reflected in this volume.

Available from Plenum Press, 233 Spring St., New York, NY 10013, for \$42.50.

Who Planned the Curriculum?: A Curriculum Plans Reservoir Model with Historical Examples.

J. Galen Saylor.

West Lafayette, Indiana:

Kappa Delta Pi Press, 1982.

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

Curriculum is considered a plan for learning, whether one conceives of the plan as highly structured or informal. The creation of curriculum often carries a unique mystique regarding its origin. It is there, but just how did it get there? That is the subject of the latest Kappa Delta Pi monograph.

Galen Saylor, who has written widely in the field of curriculum, concludes that the individual teacher interacting with students is "the ultimate curriculum planner."

The Learning Environment: An Instructional Strategy.

Catherine E. Loughlin and Joseph H.

Suina.

New York:

Teachers College Press, 1982.

—Reviewed by Patricia Ann Brock, Supervisor of Student Teaching, Rutgers University.

How do you organize a classroom to make teaching and learning more successful? Loughlin and Suina direct practical environmental problem-solving techniques to solve educational concerns such as correcting student behavior, encouraging child-directed activities, controlling noise and random movements, storing materials, guiding children to activity completion, and developing student skills in effectively using interest centers.

For an expeditious overview, be sure to read the appendix first, "Checking Your Own Environment" (at the end of most chapters) second, and the captioned illustrations throughout the book last. This selection offers an interesting how-to approach for early education teachers.

Available from Teachers College Press for \$14.95.

Teacher Self-Assessment.

Harvey F. Silver and J. Robert Hanson,
Moorestown, New Jersey

Hanson Silver & Associates, Inc., 1982.

—Reviewed by Shirley McFaul, Educational Consultant, Baltimore, Maryland.

Silver and Hanson believe that teacher self-awareness is a prerequisite to better understanding of students. Using the Jungian constructs of sensing, thinking, intuiting, and feeling, they have created self-diagnostic learning style and teaching style inventories. The manual explains scoring and interpretation of the inventories and includes reflective exercises that challenge teachers to carefully examine their educational behaviors. The manual could be used for independent or group study of learning styles. The concise, pragmatic approach contributes to the book's designation as a manual for self-assessment.

Available from Hanson Silver & Associates, Inc., Box 402, Moorestown, NJ 08057, for \$18.50.

Rural Education: In Search of a Better Way.

Paul M. Nachtigal, editor.
Boulder, Colorado:
Westview Press, 1982.

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

Is there a most efficient way to organize rural schools and rural educational programs? The anecdotal information presented in this book provides an emphatic "no" to that question. Despite that, there *are* many "better ways" of providing rural education depending on where one lives in the U.S. Thirteen sites from all over this country provide the information for this skillfully edited, clearly written volume that emphasizes the teaching staff and ways that teachers and the community work together.

The book reviews the "offhanded" treatment of rural education and follows with case study chapters on various rural sites. It captures the pulse, frustration, and exhilaration of rural education.

Available from Westview Press, 5500 Central Ave., Boulder, CO 80301, for \$12.

Handbook for Middle School Teaching.

Paul George and Gordon Lawrence.
Glenview, Illinois:
Scott, Foresman and Company, 1982.

—Reviewed by Robert McCarthy, *San Leandro Unified School District, San Leandro, California.*

This book is a dose of valium for middle school and junior high school teachers and administrators who cope with energetic early adolescents. George and Lawrence provide excellent insights along with proven methods to work effectively with this age group.

Their exploration of the middle school concept emphasizes teacher and team planning, demonstrates application of mastery learning concepts and activities, and suggests methods for enhancing student discipline. The easy-to-read format, combined with the scope of the text, makes this a definite winner in its field.

Available from Scott, Foresman and Company, 1900 East Lake Ave., Glenview, IL 60025, for \$14.95.

Making History Come Alive: The Place of History in the Schools.

James Howard and Thomas Mendenhall.
Washington, D.C.:
The Council for Basic Education, 1982.

—Reviewed by Bill Morrison, *Central Connecticut State University, New Britain, Connecticut.*

Take a rigorous dose of liberal education that includes strong concentrations in history, historical method, and writing. Add a pinch of pedagogy, some inservice for continuous learning, a K-12 curriculum heavily laced with history courses taught through "sophisticated narrative," and you have a blend of ingredients that will "make history come alive." This recipe is taken from "The Place of History in the Schools," a report commissioned by the Council for Basic Education.

History is in trouble, according to the commission. Social studies programs have fragmented and diluted the essence of history in the curriculum, teachers are poorly prepared, and curricula is congested with "life-adjustment" courses. History must be rejuvenated because it provides a special dimension to understanding all subjects. It is, the commission contends, the discipline that develops order in the curriculum, teaches perspective, and develops mental discipline. It is a generative subject with creative power and is basic to all learning.

Obviously biased, the report contains extraordinary claims and assumptions with strategically placed subjective citations. Still, history and social studies teachers should read the book for its philosophical and pedagogical perspectives.

Available from The Council for Basic Education, 725 Fifteenth St., N.W., Washington, D.C. 20005, for \$5.50.

Instant Art, Instant Culture: The Unspoken Policy for American Schools.

Laura H. Chapman,
New York:

Teachers College Press, 1982.

—Reviewed by Ira Schwarz, *SUNY College, Brockport, New York.*

"Instant art, instant culture" does not mean an easy, "do-it-yourself" method for achieving these desirable entities. Rather, they define Chapman's view of the current status of arts education in the nation's schools. An experienced teacher and art education specialist, Chapman asserts that "Instant art is a sham, but it has become the standard fare American schools offer. . . . It is one manifestation of our national ambivalence about the role of art in public education."

According to Chapman, offerings in the arts, including music, dance, and theatre—with particular emphasis on visual arts—are often little more than "a token exposure," and we need to change attitudes that have permitted "a system of education that places little value on study of the arts."

Much of the book suggests ways of improving school arts instruction: curriculum development in elementary and secondary schools, teacher education, and federal programs.

Available from Teachers College Press for \$14.95.

Secondary School Reading: What Research Reveals for Classroom Practice

Allen Berger and H. Alan Robinson, editors
Urbana, Illinois:
National Council of Teachers of English,
1982

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

The National Conference on Research in English, the NCTE Commission on Reading, and the ERIC Clearinghouse on Reading and Communication Skills have pooled their efforts to create a winner. This well-organized and highly readable text offers classroom applications of current research on virtually all facets of secondary school reading, from formal programs to computer literacy. Twenty nationally recognized researchers were involved in the massive review of literature that went into this work, and they have done their job well. The book will be of great value to anyone interested in secondary school reading, and is of particular worth to teachers of English.

Available from National Council of Teachers of English, 1111 Kenyon Road, Urbana, IL 61801, for \$10.75.

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