

Reviews

An Immodest Agenda: Rebuilding America Before the Twenty-First Century.

Amitai Etzioni.

New York:

McGraw-Hill Book Company, 1983.

—Reviewed by R. Freeman Butts, Senior Fellow of the Charles F. Kettering Foundation and Visiting Scholar at the Hoover Institution, Stanford University.

An eminent sociologist and public policy analyst, Amitai Etzioni has moved after 20 years at Columbia to become University Professor at George Washington University. He has written a major book on the need to revitalize America in the near-future in which he pays a good deal of attention to schools and education. The first half, which will be of greatest immediate interest to readers of *Educational Leadership*, is devoted to the urgency of rebuilding a sense of community through the family, school, neighborhood, voluntary associations, and nation. The second half is devoted to the economic policies required for the reindustrialization of America, a view which has attracted wide attention in the business, labor, and political arena. The two should go together, but I will deal only with Part I.

In Chapter I Etzioni criticizes with special insight for educators the excessive individualism of two types of conservatism being trumpeted in recent years by the "New Whigs" (laissez-faire devotees of the market system in the economy and in education, as in vouchers and tax credits) and by the "New Tories" (who are willing to use the government to impose their values on the schools and families, as in anti-abortion and pro-prayer). Etzioni argues for the need to protect the community from the excesses of both types of individualism.

His positive proposals for renewing a sense of community (chapters 2 and 3) are summed up in two concepts: mutuality and civility. Mutuality is an enhanced commitment to others and to shared concerns. Civility is a combination of three attributes: commitment to play by the rules, to participate in public life, and to shoulder some public service devoted to specific commonwealth matters that affect everyone.

The next four chapters focus on what various social institutions can contribute to the renewal of mutuality and civility. The family is the first educator in these respects, but it is declining and sending many children to school with "psychic deficiencies": a general incapacity to deal with rules, authority, and "work" habits.

Many schools in turn are not prepared to make up for the undereducation of families, and perhaps as many as one third of schools even add to the psychic damage inflicted by homes: What is needed is for schools to create structures of authority and responsibility that will build the capacity of the student to achieve self-regulation and discipline.

Such recommendations will sound familiar to many teachers, but they are extremely important at this time when the dominant mood of "reform" puts greater stress on cognitive knowledge and skills, competence testing, and academic standards. And Etzioni does not embrace a revival of learning as an ego-centered process unfolding from within in open classrooms, free schools, or informal education. His message is to regard the school as a set of structured experiences that will enhance mutuality and civility. Families cannot do this, because they are the sociological basis of diversity and different values:

It is the schools that are theoretically the first line of consensus-building. They can introduce youth to a shared set of values, concepts, and ideals. However, in the United States, they do not fulfill this role, at least not well, mainly because schools are locally controlled and reflect local and regional values more than nationally agreed-upon values, perceptions, and symbols (p. 180).

Etzioni's challenge to schools to combat excessive individualism and social fragmentation is clear:

What is required first is a change in mentality that would enhance individuals' commitment to the commonwealth at the national level—citizenship—to countervail excessive regionalism. Renewed citizenship, in turn, depends on the reversal of the general retreat from society by millions of individuals who, sensing the void, recommit themselves to mutuality and civility (p. 179).

His challenge is also a useful antidote to the recent neo-Marxist litany in curriculum theory at the other end of the political spectrum, which urges the

transformation of pedagogy from hegemony to emancipation through the 3 R's of Reconceptualization, Reproduction, and Resistance.

Available from McGraw-Hill Publishing Company, 1221 Avenue of the Americas, New York, NY 10020, for \$26.95.

Structuring Your Classroom for Academic Success.

Stan C. Paine, JoAnn Radicchi, Lynne C. Rosellini, Leslie Deutchman, and Craig B. Dareh.

Champaign, Illinois:

Research Press Company, 1983.

—Reviewed by Lowell Horton, Department of Curriculum and Instruction, Northern Illinois University, Dekalb, Illinois.

The Direct Instruction Model presented in this book should help teachers manage student behavior and provide for a high level of on-task activity. The components of the model are rooted solidly in recent literature and research as well as in common sense.

A unique and helpful feature is a short survey of related research at the end of each chapter to validate the practical applications suggested in the chapter.

Available from the Research Press Company, 2612 N. Mattis Ave., Champaign, IL 61821.

Young People Learning to Care.

Mary Conway Kohler.

New York:

The Seabury Press, Inc., 1983.

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

This is an informative and inspiring book of special interest to guidance personnel, human and social service workers, and classroom educators searching for new directions for assisting troubled youth.

The author recounts episodes in his long career spent helping youth learn through responsible community service and self-help activities including successful tutorial, peer counseling, and day care projects.

Available from The Seabury Press, Inc., 815 Second Ave., New York, NY 10017, for \$7.95.

Comprehension Instruction: Perspectives and Suggestions.

Gerald G. Duffy, Laura R. Roehler, and Jana Mason.

New York:

Longman, Inc., 1983.

—Reviewed by Phil Vik, University of South Dakota, Vermillion, South Dakota.

Designed to improve the teaching of comprehension in reading and other content areas, this volume synthesizes research on the subject from the Institute for Research on Teaching and the Center for the Study of Reading.

Part 1 sets the stage for examining comprehension instruction; part 2 focuses on constraints of instruction; part 3 examines various kinds of texts and readability formulas; part 4 emphasizes how to teach comprehension, including teacher questioning, instructional strategies, direct explanation, and others;

and the last chapter summarizes parts 2-4.

Available from Longman, Inc., 1560 Broadway, New York, NY 10036, for \$29.95. □



Briefing

Curriculum Trends: Science

EDWIN P. WHITE AND KAREN TEUMAC

For Principals Only

Conceived at the 1980 NSTA Board of Directors meeting, the Project for Promoting Science Among Elementary Principals has blossomed into a series of four handbooks just released by the National Science Teachers Association. The handbooks identify characteristics of good science programs and assist principals in assessing the effectiveness of the elementary science program in their school.

Handbook I relates science to "basic skills" and to art, music, health, and other areas of the curriculum. *The Principal's Role in Elementary School Science*, Handbook II, is designed to help principals improve and maintain quality science programs. Handbook III, *Characteristics of a Good Elementary Science Program*, provides the principal with a

method and a checklist by which to evaluate current elementary science programs. *What Research Says About Elementary School Science*, Handbook IV, relates research findings to promote effective science programs.

The entire set costs \$15.25 plus \$2.00 postage and handling, and may be ordered from NSTA, 1872 Connecticut Ave., N.W., Washington, DC 20009.

Women in Science

Research indicates that only 9 percent of the nation's scientists and engineers are women, that adolescent girls have poorer attitudes toward science, enroll less often in science courses, and achieve overall lower levels in science.

June Kahle of Purdue University identifies several social, educational, and personal factors that contribute to these statistics. A lack of role models and sex role stereotyping are the major social factors that account for fewer women in science. With women comprising only 24 percent of science teachers, adolescent girls perceive science and mathematics as a masculine subject. Regarding educational factors, Kahle reports that females take one-third less mathematics and one-half less science than their male counterparts. A

lack of math sophistication alone eliminates many women from careers in science. The most significant personal factor is females' difficulty in grasping spatial visualization. Long believed to be due to slower developmental patterns, recent research indicates that females are simply not routinely exposed to courses that develop three-dimensional abilities. Equally trained, Kahle says, females and males perform comparably.

The remedy to best prepare females for science vocations, at least to encourage interest, lies within the science classroom itself. Research indicates the girls have fewer experiences with the instruments and materials of science, a disadvantage that can be overcome by creating classroom experiences that allow girls to obtain the same education as boys.

Kahle's report was selected as the 1983 Outstanding Paper by the Association for the Education of Teachers of Science. Copies may be obtained from: Carolina Biological Supply Company, Burlington, NC 27215.

The Return of the National Science Foundation

With the announcement of two new programs last June, the National Science Foundation is again supporting

Edwin P. White is Assistant Dean, School of Education, University of South Carolina at Spartanburg, and President of the South Carolina ASCD; Karen Teumac is a chemistry education major, also at the University of South Carolina at Spartanburg, Spartanburg, South Carolina.

Copyright © 1984 by the Association for Supervision and Curriculum Development. All rights reserved.