

## Curriculum Development: Problems, Processes, and Progress

Gleays G. Unruh and Adolph Unruh  
Berkeley, California  
McCutchan Publishing Corporation,  
1984

—Reviewed by Robert J. Starr, Delta State University, Cleveland, Mississippi.

Unruh and Unruh have blended history, research, and theory into procedures to solve curricular problems. Calling it like it is, they give direction to curriculum:

One overriding generalization from analysis of data is that a sameness in curriculum and instructional methods prevails whether the school is large or small, urban or rural, serves affluent or poor.... instead of viewing curricular revisions created by educational laboratories and research and development centers as peripheral to the "real" curriculum, why not draw upon the best thinking available....

This comprehensive work is a ready source of thought and action for students, professors, and elementary/secondary curriculum leaders who seek to understand and procedurally solve curricular dilemmas. Rarely is a text so well grounded in historical antecedents, research, and theory with suggested procedures sharpened by experience.

Available from McCutchan Publishing Corporation, 2526 Grove St., Berkeley, CA 94704, for \$22.75.

## Implementing Mastery Learning

Thomas R. Guskey  
Belmont, California  
Wadsworth Publishing Company, 1985

—Reviewed by Robert Walch, Carmel High School, Carmel, California.

Finally someone has written a non-nonsense book on mastery learning. Thomas Guskey's practical guide efficiently illustrates how any teacher—novice or veteran—can increase overall classroom effectiveness by making this methodology part of the daily procedure.

Guskey has traveled to 27 states to help teachers from the elementary to graduate school level implement mas-

tery learning, and his book systematically covers the technique's planning, management, and evaluation. The beauty of mastery learning lies not only in its applicability to a variety of subject areas but in the fact that it takes into account the constraints of what Guskey calls the "group-based classroom environment."

I've attended enough inservice sessions to recognize the value of this book. In fact, it is far more useful than any workshop I've attended. Established teachers will be delighted to discover that they have probably been using many of the basic ideas of this approach without knowing it. *Implementing Mastery Learning* ensures a more circumspect, systematic approach.

Available from Wadsworth Publishing Company, Belmont, CA 94002.

## Horace's Compromise: The Dilemma of the American High School

Theodore Sizer  
Boston  
Houghton Mifflin Company, 1984

—Reviewed by Dustin A. Peters, Principal, Elizabethtown Area High School, Elizabethtown, Pennsylvania.

The November 1984 issue of *Educational Leadership* featured two reviews

of Theodore Sizer's *Horace's Compromise: The Dilemma of the American High School*. One review was a very matter-of-fact, cursory treatment of the main topics. The other was a rather negative yet extensive report. Both reviewers spoke from a college teaching perspective.

I thought something was missing from those reviews—the vantage point of the high school administrator. Thus, I'd like to offer a third opinion, that of a high school principal who enjoyed the book.

*Horace's Compromise* is not only the best written account of secondary education in recent years, it is also far and away the most controversial. The "Prologue," which is a sad commentary on our times, will become a classic and is well worth reading by anyone in or out of education. Sizer does not simply list problems or offer a series of recommendations; he challenges us to consider possibilities for improvement.

Frankly, many of Sizer's ideas bother me; some are so idealistic that they could never make it in the front doors of our public schools. But his process, his feeling for people, and his positive enthusiasm are factors that too often take second place as we struggle with the daily events of school.

The beauty of public education is that it's a local affair. We can listen,



observe, visit, and more. But when we come home, the challenge is still on our doorstep. I hope that more practitioners will get involved in the world beyond their school, as Sizer recommends, so that they can make a greater impact on that school. And I encourage professors of education to remember the real world of education. They might consider returning to it from time to time. Theodore Sizer did, and he wrote a book about his experience.

Available from Houghton Mifflin Company, 2 Park St., Boston, MA 02107, for \$16.95.

## Iacocca: An Autobiography

Lee Iacocca  
New York  
Bantam Books, 1984

—Reviewed by Mark Dewalt, student, University of Virginia, Charlottesville

If you think Lee Iacocca has nothing to say to educators, you're wrong. If he's on target, improvement is possible in the worst of situations. His entertaining and instructive autobiography exudes this optimism even as he addresses difficulties of finances, government regulations, prejudice, and employee evaluation in the troubled auto industry. He offers insight into these and other problems, which are all too familiar to the education community.

Iacocca stresses the importance of six points often neglected by educators: (1) establishing priorities, (2) writing effectively, (3) cooperating on issues of concern to managers and employees, (4) establishing a quarterly review system for members of an organization, (5) equating gains and sacrifices in an organization, and (6) taking risks in decision-making processes.

Teachers, administrators, and teacher educators will appreciate Iacocca's insights for improving employee productivity and morale—goals shared by industry and education.

Available from Bantam Books, 666 Fifth Ave., New York, NY 10019, for \$19.95.

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1985. 320 pages, 196 illustrations. Paperback. \$13.95.

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1985. 208 pages, 92 illustrations. Paperback. \$13.95.

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