

# Reviews

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## *The Great School Debate: Which Way for American Education*

Beatrice Grass and Ronald Gross, editors  
New York

Simon and Schuster, Inc., 1985

—Reviewed by Bill Morrison, Professor of Education, Central Connecticut State College, New Britain, Connecticut

*A Nation at Risk, High School, A Study of Schooling, Educating Americans for the 21st Century, The Paideia Proposal*, and other prominent reports on the condition of education have created a major controversy that will have far-reaching consequences for education at all levels. *The Great School Debate* presents the recent commission reports and reform proposals, dissects them through a series of excellent pro and con dialogues, and then raises serious questions regarding their essence and impact with respect to excellence, equality, politics, and the very nature of the reform movement.

This broad spectrum of contemporary and future educational issues is well developed from a variety of perspectives, including those of the "new conservatives." *The Great School Debate* is a rich resource of readings on contemporary educational proposals for reform and should be read by all educators who are now, or soon will be, caught up in the currents and eddies of educational reform.

Available from Simon and Schuster, Inc., Simon and Schuster Building, Rockefeller Center, 1230 Avenue of the Americas, New York, NY 10020.

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## *Insights: Understanding Yourself and Others*

Carolyn Marie Mamchur

Ontario

Ontario Institute for Studies in Education  
Press, 1984

—Reviewed by Diane G. Berreth, Associate Director, Association for Supervision and Curriculum Development, Alexandria, Virginia

Carolyn Mamchur has achieved a difficult goal by writing a book that models communication between one

psychological type (hers) and all others (ours). Her book is intended for adolescents and adults who want to understand themselves better. Through stories, photographs, sketches, and vignettes, she appeals to the sensor and the intuiter, the thinker and the feeler, the introvert and the extrovert, the judger and the perceiver. She explores the application of Jung's theory of psychological types to career choices, business, marriage, and school.

Mamchur is particularly thoughtful about the importance of type in education. She draws from her experiences as a teacher and parent to illustrate how different psychological types do and do not communicate and describes the problems that sensing-feeling students encounter in schools designed by intuitive thinkers. Mamchur values difference as a gift. By providing an experience of how that difference feels, and by confirming hard-earned self-knowledge, she helped me recognize the needs and contributions of students whose types are different from my own.

Available from The Ontario Institute for Studies in Education, 252 Bloor Street West, Toronto, Ontario, Canada M5S 1V6.

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## *One Hundred Good Schools*

Jack Frymier, Catherine Cornbleth, Robert Donmoyer, Bruce M. Gansneder, Jan T. Jeter, M. Frances Klein, Marian Schwab, and William M. Alexander  
West Lafayette, Indiana  
Kappa Delta Pi, 1984

—Reviewed by Robert Crumpton, Minnesota State Department of Education, St. Paul, Minnesota

The Good Schools Project report identifies common characteristics of 106 good schools throughout the United States. It presents information from more than 30,000 individuals concerned about education—principals, teachers, parents, and students—who have transformed their schools into high-quality educational programs. Focusing on the positive aspects of the

human experience in a holistic, realistic way, the report examines these schools carefully to determine what made it possible for them to develop over time. The report reminds educators of the importance of value issues in education and is an antidote to the effective schools literature, which tends to focus narrowly on academic achievement.

Available from Kappa Delta Pi, P.O. Box A, West Lafayette, IN 47906.

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## *Challenge to American Schools: The Case for Standards and Values*

John H. Bunzel, editor

New York

Oxford University Press, 1985

—Reviewed by Thomas McDaniel, Converse College, Spartanburg, South Carolina

The 11 articles in this volume examine issues in the "excellence" reform movement, with emphasis on the troubled secondary school. Joseph Adelson and Robert Hawkins, none too optimistically, call for political change, while Chester Finn urges teacher unions to become part of the solution. Diane Ravitch, Nathan Glaser, Denis Doyle, and others examine such related issues as curriculum reform, testing for competence, the effect of Fourteenth Amendment cases on education, the growing importance of private schools, and the challenge to universities faced with underprepared high school graduates. Throughout, one senses the problem, as well as the promise, of meaningful reform of what one author calls a "corrupt progressivism."

Although only loosely connected, the articles are literate and informative. Together they present the complaints, correctives, and continuing concerns of those educators who argue that the drive for intellectual and moral virtue must head an agenda for school reform.

Available from Oxford University Press, 20 Madison Ave., New York, NY 10016, for \$19.95.

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