

Reviews

An Education of Value: The Purposes & Practices of Schools

M. Lazerson, J. McLaughlin,
B. McPherson, and S. Bailey
New York

Cambridge University Press, 1985.

—Reviewed by William Schubert, University of Illinois, Chicago.

An Education of Value makes contemporary the question Herbert Spencer coined 125 years ago: "What knowledge is of most worth?" The book, based on a study conceptualized by the late Stephen K. Bailey, was prepared under the guidance of distinguished international scholars and an advisory group from the National Academy of Education, as well as by teachers identified by the National Education Association and the American Federation of Teachers.

In the style of Bailey, the authors blend philosophy, history, the humanities, and a sensitive understanding of the realities of educational practice to articulate the ideals that fit the mission of education in a democracy.

The authors begin by analyzing recurring priorities, tensions, and expectations of schooling. Their discussion of "new-curriculum" uses post-Sputnik curriculum reforms as the precedents for understanding present dilemmas. In the second section they discuss the twin purposes and interdependence of excellence and equity. The final section includes their discussion of computers and learning and considers the promise of an art and science of teaching that is inseparably united with subject matter. The book concludes with reflections on reform.

Those who find themselves thrust into the welter of mandates for reform should take a couple of hours to reflect with the authors of this book. The result could inspire more of what Lazerson and his colleagues advocate: the kind of conscientious reform that places students, their learning, and their growth at the center of a valuable education.

Available from Cambridge University Press, 32 E. 57th St., New York, NY 10022, for \$24.95 cloth and \$9.95 paper.

Curriculum Design: A Handbook for Educators

Kathleen Wulf and Barbara Schave
Glenview, Illinois

Scott, Foresman & Company, 1984.

—Reviewed by Timothy Young, Central Washington University, Ellensburg, Washington.

Most school districts must design curriculum without outside money and expertise. The authors of this handbook offer a practical guide for designing districtwide curriculums using a systems or team approach.

Wulf and Schave illustrate their step-by-step process for implementing curriculum design through examples from a solar energy curriculum they developed for elementary students. The steps are clearly and logically presented and include selecting content, writing goals, mastering objectives, generating lessons, and deciding on evaluation.

Written with the practitioner in mind, *Curriculum Design* should serve as a useful guide to professionals interested in instructional planning.

Available from Scott, Foresman & Company, College Division, Advertising Department, 1900 E. Lake Ave., Glenview, IL 60025, for \$12.95.

Hard Gains in the Soft Sciences: The Case of Pedagogy

N. L. Gage

Bloomington, Indiana
Phi Delta Kappa, 1985

—Reviewed by Georgea Sparks, Eastern Michigan University, Ypsilanti.

In this sequel to his classic, *The Scientific Basis of the Art of Teaching*, Gage provides a clear and enlightening explanation of the past and future

of research on teacher effectiveness: its methods, its findings, and the issues involved in applying this research. In 59 insight-packed pages, Gage draws heavily on the history of physical and social science research to support his view that the scientific method can contribute significantly to the improvement of teaching and teacher education.

Gage begins with a discussion of the art and science of teaching, arguing that the ultimate goal of empirical research is the "artistic application of scientific knowledge." Nine experimental studies describe the ways teachers can learn to use research-based practices and how the use of such practices improves student achievement. Gage concludes by discussing the pros and cons of various approaches to the study of teaching and recommends the combination of ethnographic, sociolinguistic, and process-product paradigms. According to Gage, future studies should explore appropriate ways to help preservice and inservice teachers learn about and use research findings on teacher effectiveness.

Available from Phi Delta Kappa, 8th St. and Union Ave., Box 789, Bloomington, IN 47402, for \$4.00 (nonmembers) or \$3.50 (members).

Building Classroom Discipline: From Models to Practice

C. M. Charles

New York

Longman, Inc., 1985

—Reviewed by Mildred G. Ness, Rochester, New York.

With a uniquely eclectic approach, Charles presents a variety of discipline models from which teachers can select individualized systems that meet both personal and professional needs. The author encourages teachers and administrators to develop a balanced system of discipline consistent with their

personality and philosophy and that of their supervisor.

Charles presents and succinctly describes the works of Jacob Kounin, B. F. Skinner, Haim Ginott, William Glasser, Rudolph Dreikurs, Frederic Jones, and Lee and Marlene Canter. Key ideas of each model are highlighted, illustrations provided, recurring themes identified, and helpful guidelines offered.

Because Charles's approach encourages discretionary choices for teachers and respects their individuality, administrators and supervisors will find this volume helpful in working collegially with staff members.

Available from Longman, Inc., 95 Church St., White Plains, NY 10601, for \$13.95 paper.

The Ethics of Teaching

Kenneth A. Strike and Jonas F. Soltis

New York:

Teachers College Press, 1985.

—Reviewed by Thomas J. Lasley, University of Dayton, Dayton, Ohio.

The Ethics of Teaching provides a starting point for conducting ethical inquiry. Using two primary theories, consequentialism and nonconsequentialism, Strike and Soltis discuss several dilemmas (such as censorship and intellectual freedom) and analyze "action possibilities" and "consequences" based on each theoretical perspective.

The authors assume readers have only a cursory knowledge of relevant ethical concepts and theories. Indeed, the descriptions are so succinct and

cogent that even those unfamiliar with the philosophical theories may easily discuss and consider the problems presented.

The book is necessarily superficial at points, particularly with regard to the discussion of utilitarianism and its relationship to consequentialism. But it focuses on real problems that must be examined if one is to move beyond the traditional rhetoric of dogmatism (such as the removal of "dirty" books being ordained by God) or relativism. The latter, of course, is popular in our culture, where "educated" people often avoid universals because they believe moral intuitions are relative to moral circumstances.

"Moral knowledge is like any other form of human knowledge. It is never

CHARLES C THOMAS • PUBLISHER

New! **INNOVATIVE SCHOOL DISCIPLINE** by **John Martin Rich**. Taking a broad view, the author offers a basis for understanding models of school discipline. He discusses recent research and, drawing on a survey of administrators, conveys insights into the factors that contribute to success. Highlighting the text is the author's own normative, proactive theory of discipline. '85, \$17.50

New! **TECHNIQUES FOR DEALING WITH CHILD ABUSE** by **Arlene Baxter**. This volume details a course of study for teaching involved professionals how to assess potential child abuse and how to act on their findings. Presented in a modular format, the text encompasses the feelings evoked by child maltreatment, child development, identification of child abuse, intervention and investigation, legal considerations, community resources and interdisciplinary teamwork. '85, \$19.50

VISUAL IMPAIRMENT IN THE SCHOOLS (2nd Ed.) by **Randall K. Harley and G. Allen Lawrence**. This basic text provides a firm understanding of eye anatomy and pathology, visual learning, and the relationship between visual impairment and education. Information on vision screening and evaluation and on low vision aids is included. '84, \$21.75

New! **SEX, SCHOOLS AND THE LAW** by **Fernand N. Dutile**. The author analyzes the legal implications of sexual matters relating to the public school curriculum, including sex education. Similar coverage is afforded legal ramifications of sex and the school library, the sexual orientation or activity of teachers, the student's personal life, and the student press. Dec. '85, about \$26.75

EDUCATING HISPANIC STUDENTS: Cultural Implications for Instruction, Classroom Management, Counseling and Assessment by **Herbert Grossman**. Based on a survey of 500 individuals, this text offers a vivid picture of the cultural characteristics of Hispanics living in the United States and suggests methods for effectively working with Hispanic students and parents. Opinions of Hispanics and non-Hispanics are compared. '84, \$26.75

ORGANIZATIONAL PSYCHOLOGY IN THE SCHOOLS: A Handbook for Professionals edited by **Charles A. Maher, Robert J. Illback and Joseph E. Zins**. This book explains how to make the most out of organizational psychology's potential for improving educational services. Its application to assessment, instructional, personnel development, administrative, and related services is delineated. '84, \$44.75

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settled or complete," assert the authors. And the only way to extend what we know, to enable the decision-making process to become more logical and less emotional, is to foster conditions in which teachers openly discuss the impact of the moral and ethical problems within a conceptual framework.

This book would make an excellent discussion guide for preservice (applied) philosophy courses or for inservice teachers interested in considering how their actions affect student self-perception and classroom practice.

Available from Teachers College Press, Columbia University, 1234 Amsterdam Ave., New York, NY 10027, for \$8.95.

Elementary Principals' Yellow Pages: Solutions to Common Instructional Management Problems; and Secondary Principals' Yellow Pages: Solutions to Common Instructional Management Problems

Bruce G. Barnett, Claudia A. Long, Janice Schafer, and Becky McReynolds
San Francisco:
Far West Laboratory, 1984

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

Yellow Pages presents readable, varied, and practical "solutions to common instructional management problems" in the format of two short (60-70 page) booklets: *Elementary Principals* and *Secondary Principals*. As the names imply, they promote information exchange among principals.

Along with the nine broad categories of instructional management problems, the catalogs contain a supplement of participating principals

(50-plus principals were interviewed for each booklet) who are interested in developing linkages with readers. A subject index lists specific areas for reader reference.

Feedback from the field is an important and often neglected aspect of educational writing. These booklets attempt to do just that in an unusual and rather informal organizational style. Many valuable ideas and practical experiences are contained in the catalogs, but the overall format is not easy to follow. The catalog indexes each paragraph to particular subjects. Unfortunately, participants weren't also linked to their ideas or suggestions so that readers could communicate directly with a specific principal or a specific idea.

Overall, the value of the work lies in its opportunity to connect younger administrators with experienced administrators with shared solutions. The concept of developing a booklet to promote "an on-going resource network of colleagues" seems to mesh with present trends in educational thinking. Other books should tap this available resource.

Available from Far West Laboratory, 1855 Folsom St., San Francisco, CA 94103.

Learning How to Learn

Joseph D. Novak and D. Bob Gowin
New York:
Cambridge University Press, 1984

—Reviewed by Robert Sylwester, Professor of Education, University of Oregon, Eugene.

Recent developments in learning and memory suggest that the human brain organizes and stores information in large assemblies of interconnected neurons. A concept map with its circled concepts and connecting lines is therefore a vehicle for repre-

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sending on paper what neuronal extensions connect in the brain, so it can help a mind understand its own processes. Novak and Gowin have written an interesting, practical book that explains and explores concept mapping and then expands the idea into a useful, broadly applicable instructional technique that they call Vee Diagrams.

Available from Cambridge University Press, 32 E. 57th St., New York, NY 10022.

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