

for which they serve as metaphors, are vehicles of hope. In them an individual glimpses a possibility of moving toward a personally important educational goal. They carry hope because they suggest relevant new possibilities at times when our strong sense of purpose is matched only by our lack of confidence in conventional approaches.

But there are often more critics than there are bandwagons. Perhaps the bandwagon critics look upon those who build them as dreamers—enconced in the pleasant land of what-might-be instead of bridging the gap between dreams and reality in schools. Perhaps the critics play only a zero-sum game in which if one idea wins, another has to lose. Perhaps the critics don't realize, that it's the crowds by the side of the road that actually determine the course of the parade, even while they criticize its direction.

Critics notwithstanding, today's technology bandwagon is rolling forward even though we cannot perceive its ultimate destination. Most people see only the more visible surface characteristics of the technology—what it does, and the results it produces. Yet we know from history that institutions and society change when people within them change because an innovation has had a personal consequence. Thus, organizations change as a consequence of the people in them meeting their needs in new ways.

But one critical factor constrains our ability to see the ways in which new technologies can extend and empower us. Education is one of the only institutions for which society provides tools for the *clients* rather than the *workers*. Television in the 1960s provides a good example. Then, as now, educators suffered from a wide range

of problems that were essentially problems of communication—of moving information rather than people. Yet we were attracted to television's ability to deliver information to the student clients. The other communication problems of schools remained untouched by the medium and, in the end, drove out effective use of television even for instruction.

Until society provides computers for teachers and principals as readily as for students, it will be difficult to discover the personal, human consequences of technology which will change and improve schools for students. However futurists may try, they cannot wholly anticipate the consequences of a technological tool. The important thing to predict, to paraphrase Isaac Asimov, is not the automobile, but the shopping center; not television, but people behaving as though problems halfway around the world were happening on the next block; not computers in education but a curriculum and school organization in which both the adults and children better meet their needs. Nothing is more powerful than the conceptual leap one experiences when one suddenly realizes that what was a hope is now a possibility, that what once was a problem can now be solved.

There is hope for education if we use the new tools that are available to us today to enhance and empower education's major resource—the human beings who care about, and for, children. That's a bandwagon worth riding. □

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## Improving Student Achievement Through Mastery Learning Programs

Daniel U. Levine & Associates  
San Francisco:  
Jossey-Bass Inc., 1985.

—Reviewed by David Squires, Red Bank Public Schools, Red Bank, New Jersey.

A comprehensive discussion of the successes and the problems of implementing mastery learning, this book provides essential reading for educators and school board members who are considering adoption or refinement of any structured curriculum. Two introductory chapters summarize essential components of mastery learning, and the remaining chapters focus on learning activities, reading, supervision, management, teacher reactions, testing, grouping, and case studies. Needed is a chapter on the criteria for choosing objectives or units. Longitudinal student achievement data from a number of school systems indicate that mastery learning has improved student achievement, just as the case studies indicate that there is no "quick fix."

Available from Jossey-Bass Inc., Publishers, Dept. 62425, P.O. Box 62000, San Francisco, CA 94162-0425, for \$23.95.

## Indicators of Precollege Education in Science and Mathematics

Edited by Senta A. Raizen and  
Lyle V. Jones  
Washington, D.C.:  
National Academy Press, 1985.

—Reviewed by John D. McIntyre, Southern Illinois University, Carbondale.

Everything you might wish to know about the current state of affairs in elementary and secondary education science and mathematics is contained in *Indicators of Precollege Education in Science and Mathematics*. This study examines research on science and mathematics teachers, curriculum content, instructional time and course enrollment, and student outcomes. The authors offer recommendations for continued research and monitoring of these indicators. Educational reformers, curriculum directors, and

mathematics and science educators at both the public school and university level will find this instructive and valuable reading.

Available from National Academy Press, 2101 Constitution Ave., N.W., Washington, DC 20318, for \$16.50.

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## Thinking in the Classroom

Paul Chance

New York:

Teachers College Press, 1985.

—Reviewed by Jay McTighe, Maryland State Department of Education, Baltimore.

The need to improve the quality of student thinking has prompted many educators to review the literature on thinking skills. In doing so they discover a wide variety of programs and approaches for addressing this need. The author's considerable research will save much legwork for educators wishing to become more informed members of the thinking movement.

*Thinking in the Classroom* provides a thorough and readable description of seven major thinking skills programs. Included in each program description are underlying assumptions, goals, teaching methods, instructional materials, target student audience, teacher training requirements, evidence of effectiveness, and special problems. While the reviewed programs are of the "stand alone" type, the final chapter is devoted to ways to incorporate thinking and learning skills into the regular curriculum through "thoughtful teaching."

Available from Teachers College Press, Teachers College, Columbia University, 1234 Amsterdam Ave., New York, NY 10027, for \$10.95 (paper).

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## Education on Trial: Strategies for the Future

William J. Johnston

San Francisco:

Institute for Contemporary Studies Press,  
1985.

—Reviewed by Sylvester Kohut, Jr., Kutztown University, Kutztown, Pennsylvania.

An interim report from the Institute for Contemporary Studies, this collection of essays by prominent educators, including Ernest Boyer, Francis Kep-

pel, Madeline Hunter, Albert Shanker, and John Goodlad, is an excellent resource. Unlike other reports that followed on the heels of *A Nation at Risk*, this volume addresses all major levels of basic and higher education in a clear and concise manner. It is *not* a rehashing of various credulous commission and task force reports and mandates.

Although it does overemphasize the California connection in terms of reforms and substantive issues, it is a comprehensive review of the major issues and potential solutions to problems associated with individual grade levels K-12, accreditation, teacher education, and the impact of technology. It is recommended reading for "reformers" in basic and higher education.

Available from ICS Press, 785 Market St., San Francisco, CA 94103, for \$12.95 (paper) or \$29.95 (cloth).

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## Improving Our Schools: 33 Studies That Inform Local Action

Marilyn Clayton

Newton, Massachusetts:

Education Development Center, Inc.,  
1985.

—Reviewed by D. John McIntyre, Southern Illinois University, Carbondale.

No educator can be unaware of the myriad reports and studies analyzing the shortcomings of education and suggesting reform of our profession. *Improving Our Schools* synthesizes 33 of the major studies and presents the results from the most extensive research on schooling in America. The author summarizes the nature and causes of the problems, capsulizes the recommendations, and provides a blueprint that suggests how many of the recommendations can be put into action. All educators, especially those at the decision-making level, will find *Improving Our Schools* to be a valuable primer on the current state of schooling and the possibilities for change.

Available from EDC Publishing Center, Education Development Center, 55 Chapel St., Suite 802, Newton, MA 02160, for \$14.95.

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## Elementary Principal's Survival Guide

Marcia Knoll

Englewood Cliffs, New Jersey:

Prentice-Hall, Inc., 1985.

—Reviewed by Marjorie Souers, Indiana University-Purdue University, Fort Wayne.

Marcia Knoll has come to the rescue of all elementary principals (especially beginners) with her practical suggestions for such tasks as offering both positive and negative comments to your instructional staff, developing a matrix for class groupings and special assignments, preparing for substitute teachers, preventing and dealing with discipline problems, communicating effectively, and formulating school policies. Of greatest value are the over 70 sample forms, which can be easily adapted to almost any school. The book's one flaw is the lack of a summary that ties Knoll's ideas together. But if you follow her guidelines, you won't have any loose ends!

Available from the Prentice-Hall Order Department, 200 Old Tappan Rd., Old Tappan, NJ 07675, for \$27.50.

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## Learning to Read, Teaching to Read

Lloyd W. Kline

Newark, Delaware:

Learning to Read, 1985

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

*Learning to Read, Teaching to Read* is a guidebook for those interested in how reading is learned and how it is taught in American schools. The opening chapter discusses motivation and then deals with concepts that treat the ability to read as a natural progression in human development. The chapter on techniques outlines the basic approaches to the teaching of reading. Kline continues by reviewing the psychological, physiological, and linguistic processes and capabilities believed to play important role in the ability to read. The book includes a glossary and a list sources for the lay person or others who wish to seek further information and materials.

Available from Lloyd W. Kline, Learning to Read, P.O. Box 1127, Newark, Delaware 19715, for \$6.95.

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