Trends

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—enounced 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 the crowds by the side of the road that actually determine the course of the parade, even while they criticize it direction.

Critics not withstanding, 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 sectors 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 our 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 occurring 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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mathematics and science educators at both the public school and university level will find this instructive and valuable reading.


—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).

—Reviewed by Marcia Knoll, 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-