

# Book Reviews

## Bilingual and ESL Classrooms: Teaching in Multicultural Contexts

Carlos J. Ovando and Virginia P. Collier  
New York:

McGraw-Hill Book Co., 1985.

—Reviewed by Thomas Hopkins, project director, Hispanic Americans and American Indians in Higher Education, University of New Mexico.

It's about time someone discussed in a professional manner the reality of the inextricable relationship between bilingual education and English as a second language. Ovando and Collier have performed yeoman service to American education. Their book is scholarly, up-to-date, practical, and comprehensive. It is appropriate for many uses, including decision making, teacher education, program design, curriculum development, evaluation, and reference. Unlike many other books on this topic, it is objective, nonpolemical and, consequently, very useful.

Practitioners looking for the glib quick-fix regarding curriculum content should look elsewhere; the ideas presented here are intellectually rigorous, yet practical. Few authors can achieve such clarity when discussing Piaget or Vygotsky. On the other hand, the authors also provide practical information about the myriad acronyms associated with the field. This book could become the best one-source book on bilingual education and English as a second language in the U.S.

Available from McGraw-Hill Book Co., Publicity, Professional and General Books, 1221 Avenue of the Americas, New York, NY 10020, for \$19.95.

## Seeds: Some Good Ways to Improve Our Schools

Cynthia Parsons

Santa Barbara, California:

Woodbridge Press Publishing Co., 1985.

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

Looking for 180 suggestions to make your school a better place? Par-

sons has some dandies—and some may leave you cold. Educators and laymen alike can benefit from ideas that are sometimes radical (a telephone and a required physics course for every teacher), often practical (required chores for every student and dancing—parents welcome—to start the school day), and always provocative (two years of required national service for all students, to be performed any time between the ages of 16 and 26 and supervised by local public high schools). Her ideas on school climate, discipline, and active learning are especially sound. Those who want schools to be more personal, flexible, and democratic will find here many good seeds to plant in local soil.

Available from Woodbridge Press Publishing Co., P.O. Box 6189, Santa Barbara, CA 93111, for \$15.95.

## The Private Sector in the Public School: Can It Improve Education?

Edited by Marsha Levine

Washington, D.C.:

American Enterprise Institute for Public Policy Research, 1985.

—Reviewed by Charles Gibson, Castro Valley Unified School District, California.

Corporate concern about quality education has grown in the last decade, as has grown, among educators, an awareness of the need for closer ties with the "real world." Recognizing this, the American Enterprise Institute and the National Institute of Education sponsored a conference to explore the views of business, labor, and academic regarding an appropriate role for the private sector in public schools. Through a series of papers and group discussions, the conferees examined the pros and cons of such collaboration.

Levine's report of this conference goes beyond simple adopt-a-school and executive loan programs to explore the philosophical and policy implications of corporate and labor involvement in public education planning, funding, curriculum development, and the like. It will be of particu-

lar interest to educators seeking closer ties with their communities.

Available from American Enterprise Institute for Public Policy Research, 1150 Seventeenth St., N.W. Washington, D.C. 20036, for \$4.95.

## The Shopping Mall High School: Winners and Losers in the Educational Marketplace

Arthur G. Powell, Eleanor Farrar, and David K. Cohen

Boston:

Houghton Mifflin Company, 1985.

Reviewed by Lucien Ellington, University of Tennessee at Chattanooga.

This second report in the projected three-volume study of high schools cosponsored by the National Association of Secondary Principals and the National Association of Independent Schools focuses on the major problem of the public comprehensive high school: how to provide standards for academic excellence while serving diverse student populations. The authors contend that a result of this dilemma is a comprehensive high school with characteristics similar to the modern shopping mall. Students are treated as consumers, and there is something for everyone. The brightest students often enjoy academically challenging "specialty shops," and students with learning disabilities and handicaps benefit from teachers and programs that meet their particular needs. But the largest number of youngsters, who are neither gifted nor handicapped, frequently drift through schooling with neither intellectual stimulation nor turbulence, since teachers with heavy workloads leave them alone.

The result is a shoddy secondary education for most students and an atmosphere of neutrality about educational purpose in far too many public high schools. While the authors report that public high schools fail dramatically with average students, private schools are depicted as providing much more positive educational experiences for the unspecial. In these

schools, smaller teaching loads and pressure to serve all paying customers cause teachers to push students to more successful learning.

If nothing else, this book should cause curriculum leaders in comprehensive schools to rethink whether their "unspecial" students are receiving meaningful educational direction. The authors' praise of one public high school's superb special academic program designed specifically for average students was both heartwarming and depressing. Average students can be led to substantial intellectual achievement by well-planned educational efforts. Why did only one comprehensive public high school contain this kind of "specialty shop"?

Available from Houghton Mifflin Company, 2 Park St., Boston, MA 02108, for \$16.95.

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### The School Superintendent: Living with Conflict

Arthur Blumberg

New York

Teachers College Press, Columbia University, 1984

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—Reviewed by Art Steller, Superintendent, Oklahoma City Public Schools.

Few books on the school superintendency adorn library shelves because few are published and the quality of those that are is often less than impressive. Blumberg's excellent work on this top leadership post is an exception that deserves the attention of scholars, practitioners, and others interested in this important direction-setting position.

The office of superintendent has been considered to be a rather thankless role, with survival in the same district for more than five years a remarkable exception. The "unavoidable conflictual nature" of the turbulent environment swirling around the person at the helm of nearly all school districts is described with uncanny insight. The veneer of image and perception is stripped away with accounts of "high stress situations," being "pub-

lic property," "emotions and the superintendent," "the superintendent and politics," and more. According to Blumberg, the "dilemmas of leadership" are tested most frequently by the school board, the teachers' union, and other special interest groups.

Blumberg's work is a valuable, much needed resource. The accuracy of his portrayal of the complexities of the superintendency is matched by his understanding of educational theory. He has provided a great descriptive piece, even if he has not determined how to remediate the situation of *The School Superintendent: Living with Conflict*.

Available from Teachers College Press, Columbia University, 1234 Amsterdam Ave., New York, NY 10027, for \$23.95.

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### Learning and Teaching the Ways of Knowing, 84th Yearbook of the National Society for the Study of Education

Elliot Eisner

Chicago

The University of Chicago Press, 1985

—Reviewed by Malcolm Evans, Montgomery Township Schools, Skillman, New Jersey.

Professional educators and their colleagues in allied disciplines are attempting to discover the extent of human potential and to increase the role of education in actualizing it. This book significantly raises the level of

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## HARVARD UNIVERSITY Graduate School of Education

### THE PRINCIPAL AND SCHOOL IMPROVEMENT

July 1-11, 1986

This 11-day Institute, conducted by the Principals' Center at the Harvard Graduate School of Education, will address three fundamental questions related to school improvement:

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- explore the concept of a "principals' center" as a resource to support and encourage school leaders.

Enrollment will be limited to approximately 100 school leaders — predominantly principals — with some space available for assistant principals, guidance counselors, curriculum coordinators, department chairpersons and teachers.

Tuition for the 11-day Institute is \$1,275. This includes one meal a day, all materials, and library privileges.

For more information and application materials, write:

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6 Appian Way  
Cambridge, MA 02138

or call: (617) 495-3572

Printed materials will be available in February.

# Book Reviews

dialogue about alternatives to traditional education. The contributors present several ways of knowing in addition to the dominant logical-scientific mode—including aesthetic, intuitive, and narrative ways—and their implications for teaching and learning. The chapters on implications for educational practice offer appealing alternatives to current processes within the traditional educational paradigm.

This yearbook should be required reading for students of curriculum, philosophy, and cognitive psychology. Because it challenges current curriculum design, the book should also be available in the professional libraries of schools and school districts. In it curriculum leaders will find fresh insights and significant new directions for teaching and curriculum.

Available from The University of Chicago Press, 5801 S. Ellis Ave., Chicago, IL 60637, for \$20.00.

## The Computer in Education: A Critical Perspective

Edited by Douglas Sloan

New York:

Teachers College Press, 1985

—Reviewed by Kathy Fite, Southwest Texas State University, San Marcos, Texas.

Is it possible that computer technology will not become a panacea for education?

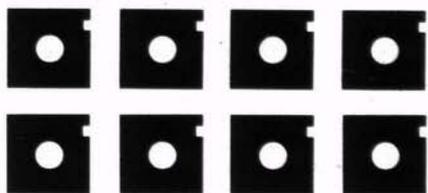
Sloan presents a collection of articles that stimulate critical consideration of the prevailing role of computers in education and how students are being affected. Early childhood educators will recognize the advocacy by some contributors of a child-centered curriculum, which encourages creativity and emphasizes multisensory exploration within a rich learning environment, rather than concentration on

a controlled stimulus-response interaction with a computer. One author reports that a basic education that emphasizes critical thinking skills rather than stressing computerized drill and practice may result in a more flexible, productive worker in our ever-changing world. Another author suggests that the affective domain of our population could be infringed upon by a sterile high-tech approach to education.

Sloan summarizes the overall thrust of the book: "The central question is not whether one is for or against computers in education, but to define the human and educational criteria and priorities that can make a truly human use of the computer possible" (p. 4).

Take note, educators. This collection of articles will make you think twice about what's happening with "the computer in education."

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Available from Teachers College Press, Teachers College, Columbia University, New York, NY 10027, for \$11.95.

## Extending the Human Mind: Computers in Education Summer Conference Proceedings Center for Advanced Technology in Education

Eugene, Oregon:

ERIC Clearinghouse on Educational Management, 1985.

—Reviewed by Albert Goldberg, Wayne County Intermediate School District, Wayne, Michigan.

Monitoring the rapid, prolific developments in educational technology (read "computers") has become quite

a chore. Proceedings from meetings, conferences, and colloquiums are usually rushed to print—uneven in quality, varied in typescript, sparse in documentation, and often lacking in interactive dialogue.

Even so, this "4th Annual" volume portrays the maturation of the "field." Earlier concerns for "What are they?" and "How do they work?" have given way to three areas of interest to practitioners and policymakers—curriculum applications, learning and teaching, and classroom and school management, all under the general heading, "How Can Computers Serve Education?" Forty-seven articles provide a wide range of expert opinion and practitioner experience. All told, they show movement toward curriculum integration and serious concern for quality and values in using computers for varied purposes.

The maturing field is also less afraid of the "technology," dispelling the sur-

rounding hype, and venturing into areas of teaching, learning, and management as yet untouched. Proceedings share successes and failures of such ventures and, next to being there, give a sense of what's going on and who's doing what, within limits, of course.

Available from ERIC Clearinghouse on Educational Management, University of Oregon, Eugene, OR 97403, for \$20.00.

## Coping with Computers in the Elementary and Middle Schools

C. Alan Riedesel

and Douglas H. Clements  
Englewood Cliffs, New Jersey  
Prentice-Hall, Inc., 1985

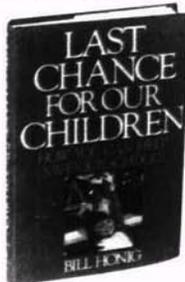
—Reviewed by Kathy Fite, Southwest Texas State University, San Marcos, Texas.

Rarely can one find a book on computers that is as compact and comprehensive as this one. Riedesel and Clements have designed a text for preservice and inservice teachers in elementary and middle schools who do not have a computer background; however, it would also be of value to accomplished users.

The chapters target such key components as computer literacy, hardware, software, computer-assisted instruction, computer-managed instruction, software selection, the use of computers in specific subject areas (for example, typing, science, social studies, reading, language arts, mathematics, art, and music), the use of computers with exceptional children, programming in BASIC and LOGO, authoring systems, utility programs, an analysis of the computer world, ways to keep up-to-date, and a look at the future of computers. The text is highlighted with numerous study guides, self-tests, suggested references, bibliographies, names and addresses of computer groups and publications, and a glossary of pertinent terms.

Teachers and administrators will find this to be a book they will want for their personal reference as well as for their students' use.

Available from Prentice-Hall, Inc., Englewood Cliffs, NJ 07632, for \$21.95.



## Essential Reading for Anyone Concerned About the Quality of Education in Our Nation's Public Schools

Colleagues and reviewers alike applaud this outstanding new book.

"Bill Honig has made a clear and forceful case for traditional education, in the best sense of the word . . . every educator, policy maker, parent, and citizen who cares about a public education that is of value to the individual and to our democratic society will benefit from this book."

Albert Shanker, President,  
American Federation of Teachers

"I believe that Honig has discovered a remedy for mediocrity, education's version of the common cold."

Washington Post Book World

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