Book Reviews

International Encyclopedia of Education: Research and Studies
Torsten Husen and T. Neville Postlethwaite, editors in chief
Oxford and New York: Pergamon Press, 1985

Reviewed by Herbert J. Walberg, research professor of education, University of Illinois at Chicago.

Education's answer to the renowned Encyclopedia Britannica, this monumental International Encyclopedia of Education contains, in ten volumes, definitive scholarly works of leading authorities from around the world. It dwarfs previous educational encyclopedias in scope, depth, and quality; and it is particularly strong on the U.S. education system and comparisons with those in other countries.

Perhaps the most significant feature of the International Encyclopedia is the explicit basis of research in the articles on education policies and practices. Education research and scholarship in fields ranging from economics and psychology to history and philosophy have achieved considerable rigor during the past few decades, and their basic contributions are well represented here in their own right. Such disciplines also undergird the more applied articles such as those on teaching, curriculum, and school and university organization.

The rigor of scholarship in this work is displayed in part in the distinguished cast of editors: Torsten Husen, T. Neville Postlethwaite, Luvern Cunningham, Michael Dunkin, N. L. Gage, Patricia Albjerg Graham, Akiliu Habte, Harry Judge, Fred N. Kerlinger, and Harry Passow. These outstanding scholars from around the world solicited 1,448 articles from the 1,300 contributing authors.

The Encyclopedia is organized around six major themes:
1. human development treating psychological and social backgrounds of learners;
2. economics, policy, and planning of education;
3. the largest set on curriculum, administration, counseling and guidance, teaching and teacher education, educational technology, vocational, industrial, special, early childhood, adult, higher education;
4. evaluation, assessment, and research methodology;
5. comparative education and national systems;
6. social science and humanities disciplines bearing upon education.

The articles are accompanied by many tables and charts in standardized format that provide efficient overviews of statistical and other information so it can be rapidly compared and contrasted.

Despite the immense amount of information, the typography and format are pleasing to the eye and easy to read. A comprehensive multilevel subject index and a complete author index also make specific information easy to find. Some 20,000 bibliographic entries allow interested readers to pursue more specialized books and articles.

An introduction explains the organization and suggests possible uses of the work. The articles are generally concise, discrete works on topics within fields, which do not require readers to do considerable searching and unnecessary reading for specific information. However, some longer, broader articles synthesize, review, and cite the more limited topical articles. For example, within the field of human development is the topic of intellectual development, containing 26 articles ranging from such general topics as cognitive development and learning over the lifespan to such specific topics as bilingualism and communication skills development.

Curriculum is richly represented with about 300 articles covering 16 topical and subject-specific areas. For instance, the first topic, aims and objectives, contains articles on curriculum design, curriculum potential, curriculum reform, curriculum research, educational goals in developing countries, educational ideology affecting curriculum, educational objectives, educational taxonomies of objectives, and selection of objectives.

The extensiveness and character of coverage can be partly conveyed by the way broad thematic clusters are treated in the articles. The articles on human development, for example, treat biological, psychological, and sociological facts and concepts relevant to educational practice. The larger articles treat in broad scope such general topics as social class and development, learning, and personality theories. Other articles concentrate on the specifics of Piagetian genetic epistemology, Freudian psychoanalysis, and physical growth.

The articles on education policy and planning concern key issues in the development and implementation in a variety of educational settings. These include articles on education in relation to social mobility, women's opportunities, work, and national development.

Economics of education, a rapidly growing discipline, takes stock of theoretical developments and empirical facts gathered from many countries. Such topics as expected returns to investment in education, measuring educational productivity, and planning models are well developed in research and are likely to become more influential in determining policies in the U.S. in the next decade.

Entries on teaching cover influences on teaching practices as well as the nature and effects of teaching, and teacher activities, methods, styles, skills, and strategies. Articles address such questions as, "Is teaching an art or science?" and "What types of questions do teachers ask and how often?" The teaching effectiveness, training, and staff development articles are particularly detailed and informative.

The International Encyclopedia should make educators feel proud. It reveals that the social sciences and education are achieving a scientific and professional maturity. To a much larger extent than a few decades ago, education policies and practices can be based upon solid theories and a consolidated mass of empirically verified facts. Just as we assume that physics and psychology are international in scope, we can now begin to see that...
nations can compare their education systems and methods.

Perhaps the National Commission on Excellence in Education's 1983 publication, *A Nation at Risk*, reprinted 600,000 times and translated into many languages including Arabic, Greek, and Japanese, signals an international era in education—an era in which national and local leaders including educators realize that education can be made more scientific and more productive. In this overall enterprise, we Americans have much to contribute, but we also have much to learn. Not all useful knowledge ends on our shores; and in many respects, being physically isolated from Europe and Asia, we have greater need to draw upon educational wisdom and practices of other countries. The *International Encyclopedia* is a good place to start.

Available from Pergamon Press, Inc., Maxwell House, Fairview Park, Elmsford, NY 10523, for $1,750.00 (entire set; volumes are not sold separately).

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**Curriculum: Perspective, Paradigm, and Possibility**

*William H. Schubert*

*New York: Macmillan Publishing Co., 1985*

—Reviewed by Kenneth Henson, Delta State University, Cleveland, Mississippi.

Curriculum development has moved to the classroom. Today's teachers know that the surest way to make lasting instructional improvements is through a clear, thorough understanding of the principles of curriculum development by those who implement these changes—the teachers. Schubert offers a comprehensive, readable discussion of curriculum development. His book may not have a direct effect on teacher planning, but it will affect the way teachers think about the curriculum, which will lead indirectly to behavioral changes.


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**Administrator's Handbook for Improving Faculty Morale**

*L. Andrew, D. Parks, L. Nelson, and the PDK Commission on Teacher Faculty Morale*

*Bloomington, Indiana: Phi Delta Kappa, 1985*

—Reviewed by James Lyons, University of North Carolina, Charlotte.

Perhaps no other single issue affects the teaching profession as does morale. Under the auspices of a Phi Delta Kappa Commission, the authors have clarified a complicated and often misunderstood area. Administrators will find in this compact, well-organized book many practical suggestions for enhancing teacher morale and an inventory to help them to assess how their strengths and weaknesses affect it.

Through a comprehensive review of the research, surveys of 315 schools, and 10 school case studies, the authors have commendably wedded the theoretical concepts of morale to school administrative practices.

Available from Phi Delta Kappa, Eighth St. and Union, Box 789, Bloomington, IN 47402, for $3.50.

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**Excellence in Education: The States Take Charge**

*Denis Doyle and Terry Hartle*


—Reviewed by John D. Lyons, University of North Carolina, Charlotte.

Doyle and Hartle conclude that "the research on effective schools suggests that externally imposed requirements do not contribute to good education" and that state level reformers "must define more precisely what the schools should do without forcing them into a straightjacket of policy prescriptions." Read their book—if for no other reason—to gain insight into this dilemma.

Available from American Enterprise Institute for Public Policy Research, 1150 17th St., N.W., Washington, D.C. 20036, for $4.95.

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**Designing Usable Texts**

*Edited by Thomas M. Duffy and Robert Waller*

*Orlando, Florida: Academic Press, Inc., 1985*

—Reviewed by George McMeen, Learning and Resource Center, University of Nevada, Reno.

Authoring usable texts? Using pictorial language? Contributing authors from both academic and practical traditions discuss the analysis of textual communication in publishing systems and work sites. The usability of functional text in an electronic age is a unifying theme. Chapters focus on designing and understanding written texts, authoring usable texts, training authors, editing, readability formulas, studying design text, implications of using information mapping to structure writing, designing strategies for job performance, using pictorial language, understanding readers' use of texts, modeling users and their use of technical manuals, and comparing procedures for testing text design alternatives. Instructional designers and advertising specialists as well as educators will find this definitive work readable and useful.

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Schooling and Work in the Democratic State
Martin Carnoy and Henry M. Levin
Stanford, California: Stanford University Press, 1985

Presenting a history of American school reform as a continuous struggle "between the forces pressing for greater democracy and equality in education and those pushing for greater efficiency in reproducing the skills and personal qualities required by capitalism," Carnoy and Levin propose four changes in the workplace that schools can use to survive. Each change revolves around the notion of teamwork and cooperative action. Each involves adjustments in attitudes and training in group and individual decision making, minimum competencies, and peer training. According to the authors, increasing pressures for flexible work roles and horizontal mobility will reinforce these changes. These workplace demands have the potential for "fairness, equity, and participation," qualities which, in turn, can support the "democratic struggles for just and meaningful schooling."

Challenging numerous assumptions about the nature of the future workplace, Carnoy and Levin's insights and suggestions must be discussed before school reform issues are sidetracked or derailed.

Available from Stanford University Press, Stanford, CA 94305, for $32.50 (hard cover), $10.95 (paper).

Civic Learning for Teachers: Capstone for Educational Reform
Edited by Alan H. Jones
—Reviewed by Richard Linkh, West Milford Public Schools, West Milford, New Jersey.

In November 1984, a prestigious group of scholars met at Stanford University to consider the sort of civic learning teachers and administrators must have to prepare American school children for enlightened citizenship. The resulting proceedings consist of 17 papers representing various disciplines from the humanities, social sciences, and professional education, as well as diverse political perspectives.

Although the papers focus on ways to reform preservice teacher education and give convincing rationales for doing so, they are useful appropriate reading for practicing social studies teachers and school administrators. The fundamental questions about what characterizes enlightened citizens and how the structure of the school can aid or impede their education summarize recent thinking on civic education.

Available from Prakken Publications, P.O. Box 8623, Ann Arbor, MI 48107, for $10.00.
Effective Staff Development for Teachers
Meredith Gall and Ronald Renclicher
Eugene, Oregon: ERIC, 1985

Reviewed by Sarah Caldwell, Webster Groves School District, St. Louis, Missouri.

Twenty-seven dimensions of teacher staff development and the effective practices associated with each dimension are discussed and documented in this concise and practical monograph. The authors also report on a survey conducted to determine the extent to which administrators and teachers know about and use these practices. Most respondents indicated that staff development programs as they knew them bore little resemblance to the list of research-validated effective practices. Also included are three case studies of exemplary staff development programs.

Available from ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate St., Eugene, OR 97403, for $4.75.

Instructional Technology: A Systematic Approach to Education
Frederick G. Knirk and Kent L. Gustafson

Reviewed by Joe Klingstedt, El Paso, Texas.

Written for individuals who do not have extensive background in instructional media or curriculum design, Instructional Technology: A Systematic Approach presents a common base of theory and practice. It describes, in a very practical manner, how to use instructional technology systematically and effectively in instructional design and development. The section on instructional development is particularly helpful by providing useful guidelines for locating, evaluating, producing, and managing instructional materials.

Each chapter begins with behavioral objectives and concludes with discussion questions, suggested activities, and a list of suggested readings. Inspirational quotes and humorous cartoons reinforce important points in a refreshing and entertaining fashion.


Promoting the Professional Development of Teachers and Administrators
Glen Fielding and H. Schalock
Eugene, Oregon: ERIC, 1985

Reviewed by J. Robert Hanson of Hanson, Silver, Strong & Associates, Inc., Moorestown, New Jersey.

This well-written, well-organized 72-page manual is a must for administrators concerned with planning professional development programs. More than a summary of research, the materials suggest specific directions for action. The book’s three sections (1) present a framework for thinking about staff development and the key factors necessary for success, (2) describe specific programs, and (3) offer guidelines for design and implementation. The authors highlight the recommendations of more than a decade of research in such areas as peer coaching and involvement of principals and, in more detail, cite ways teachers contribute to professional training. They also include models for instructional improvement and organizational development. This succinct treatment is thought-provoking and rewarding reading for administrators who don’t want to repeat last year’s mistakes.

Available from ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate St., Eugene, OR 97403, for $5.95.

Reading, Thinking & Concept Development: Strategies for the Classroom
Theodore L. Harris and Eric Cooper, eds.
New York: The College Board, 1985

Reviewed by Barbara A. Kapinus, Maryland State Department of Education, Baltimore.

The past 20 years have brought major changes to our knowledge of the reading process, readers, text, and instruction. Books that integrate these theoretical developments and translate them into concrete strategies for classroom use are treasures for teachers, teacher educators, and supervisors. This is one such book. Themes such as the interactive nature of the reading process, metacognition, and explicit instruction appear throughout the book, giving cohesive reference to the various articles. Dolores Durkin’s introduction summarizes some continuing flaws in the teaching of reading. The remaining articles offer excellent strategies, supported by research and illustrated with concrete examples, that promise to correct many problems and transform lessons into exciting, meaningful events.

Available from The College Board Publications, Box 886, New York, NY 10101, for $19.95.

Keeping Track: How Schools Structure Inequality
Jeannie Oakes
New Haven, Connecticut: Yale University Press, 1985

Reviewed by Carolyn Jurkowicz, Diocese of Columbus, Columbus, Ohio.

Tracking—grouping secondary school students for instruction by their academic achievement or presumed intellectual ability—not only does not work, but is patently unjust. So begins and concludes Jeannie Oakes in this penetrating analysis of the data that she and her colleagues collected in A Study of Schooling.

Tracking is rooted in a tradition as old and venerable as the comprehensive high school itself, yet its justification rests on four dubious assumptions: students learn better that way, slow students develop more positive attitudes toward themselves and to-
ward school when they are with others like themselves; placement into ability groups is done accurately and fairly; and, through tracking, teachers can more easily accommodate students' individual differences.

Nothing, according to Oakes, could be further from the truth. When one starts (as she does) with the American ideal that educational excellence requires educational equity—"that schools cannot be excellent as long as there are groups of children who are not well served by them"—tracking emerges as a process that effectively subverts the possibilities for all students to obtain equal educational access, equal educational treatment, or equal educational outcomes.

Students in lower-track classes are deprived of socially valued knowledge that unlocks the doors to economic mobility. They receive fewer opportunities for learning (taken as engaged instructional time and motivational teaching practices). They more often experience poor relationships with their peers, expect less of themselves and have less expected of them by their teachers, and are more frequently off-task, uninvolved in classroom activities, alienated, and apathetic. Not surprisingly, they have poorer self-concepts and lower educational and career aspirations than do their counterparts in average, high-track, or heterogeneous grouped classes.

Ability grouping results in the placement of a disproportionate number of socioeconomically disadvantaged and minority students in low tracks. Even within vocational education, poor and nonwhite students are overrepresented in specific training programs leading to low-level occupations. Furthermore, and despite the characteristically informal (sometimes cavalier) ways in which tracking decisions are made, classifications tend to be durable, inflexible, and stigmatizing—particularly for students who land in bottom groups.

Fueled by both statistical and descriptive data from *A Study of Schooling*, Oakes delivers an incisive, relentless, and highly readable attack on the practice of tracking. The charge is inequity, the verdict, guilty. Proponents of tracking will have to look elsewhere for their defense; there's not a shred of it here.

Available from Yale University Press, New Haven, CT 06520, for $22.50.

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**Sometimes a Shining Moment: The Foxfire Experience**

*Eliot Wigginton*

*New York: Doubleday & Co., Inc., 1985*

Reviewed by Bill Morrison, Central Connecticut State University, New Britain, Connecticut.

Eliot Wigginton, editor of the famous *Foxfire* books, has now written a thoughtful, thoroughly delightful book about his experiences as a teacher, the development and evolution of his educational philosophy, and his belief that his philosophy works even in a traditional high school setting.

Most teachers will readily identify with Wigginton's odyssey of frustration as an inexperienced, idealistic young teacher. Most teachers will relate to the gradual development of his educational philosophy and share those "touchstones" of idealism with him. And most teachers will nod in agreement as they read "how to make the system work."

Indeed, this excellent book is an autobiography of all the dedicated, successful teachers we have ever known! It is essential reading for all who care and have had a "shining moment."


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**The School Superintendent: Living With Conflict**

*Arthur Blumberg*

*New York: Teachers College Press, Columbia University, 1984*

Reviewed by Art Steller, superintendent, Oklahoma City Public Schools.

Few books on the school superintendent tendency adorn library shelves because there are a small number published and the quality of those that are is often less than impressive. Arthur 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 accuracy of his portrayal of the complexities of the superintendent tendency is matched by his understanding of educational history.

The office of superintendent has been considered to be a rather thankless role, with survival in the same district for more than five years almost impossible. The author describes with uncanny insight the unavoidable conflict swirling around the heads of nearly all school districts. Blumberg strips away the veneer of the superintendent with accounts of "high stress situations," being "public property," "emotions and the superintendent," "the superintendent and politics," and so on. According to his study, the "dilemmas of leadership" are tested most frequently with the school board, the teachers' union, and other special interest groups.

Beleaguered superintendents or others interested in the superintendent who are searching for a bag of tricks to make things simpler should look beyond this volume, because it offers no remedies. Nevertheless, it is a valuable descriptive piece.

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

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**The Enemies of Leadership: Lessons for Leaders in Education**

*W. Grady Bogue*

*Bloomington, Indiana: Phi Delta Kappa Education Foundation, 1985*

Reviewed by Art Steller, superintendent, Oklahoma City Public Schools.

Bogue's title may conjure up visions of state revenue cutbacks, disloyal employees, irate parents, crises of follow-
The Teacher-Researcher: How to Study Writing in the Classroom
Miles Myers
Urbana, Illinois
National Council of Teachers of English, 1985

Reviewed by Hellen Guttinger, University of Florida, Gainesville.

Thousands of teacher-consultants, graduates of National Writing Project institutes and inservice activities who have been informally conducting classroom research, will find The Teacher-Researcher a useful source for examining additional researchable activities in their classrooms, clarifying student outcomes to be measured, building a theoretical base, analyzing preliminary data, and reporting findings.

Myers' message (like that of the National Writing Project, a compelling one) is that master teachers have an invaluable amount of good information, useful experience, and good judgment gleaned from years of keen observation, planning, and interaction. The Teacher-Researcher presents ideas for formalizing those observations so they can be shared with other teachers who could benefit from the insights. Myers encourages schools to recognize and support the growth and leadership of teachers as researchers, and his book should promote and support practitioners' success in studying and reporting the effects of their instructional methods on the development of student writers.

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Teachers, curriculum developers, coordinators, and administrators continue to struggle valiantly with the paradox of improving education while spending less money. One "solution" has been to curtail or eliminate fine arts courses and programs. The rationale, in the words of editor Tuttle, is rooted in the conception of fine arts offerings as "...frill courses squeezed in between the real courses required for graduation and college admission."

In their essay, "An Arts Education Report: Group Discussions with Teachers," the social and market research organization Yankelovich, Skelly and White, Inc., point out that "while there is considerable diversity of opinion among... art teachers about the state of the profession today, one major theme that clearly runs through most conversation is the view that society at large has a woefully inadequate understanding of the purposes and value of arts education." Because of this, urges Charles B. Fowler, in "Addressing the Issues: The Cases for the Arts," those who understand the arts and believe in their educational potential and worth must be ready to come to their defense.

The essayists of this thought-provoking collection defend the arts with spirit and conviction. They see these subjects as indispensable in fostering student characteristics such as creativity, abstract and analytical thinking and evaluation, self-knowledge and self-esteem, and emotional and attitudinal development.

Available from the NEA Professional Library, P.O. Box 509, West Haven, CT 06516, for $7.95.