

Reviews

Education Through Partnership

David S. Seeley
Washington, D.C.:

American Enterprise Institute for Public
Policy Research, 1985

—Reviewed by Roy R. Pellicano, Brooklyn,
New York.

David S. Seeley critiques the contemporary climate of school reform as being inadequate and focuses specifically on the prevalent set of role definitions and expectations that constitute the "human equation" of school. *Education Through Partnership* delineates the structural dysfunctions of bureaucratic school governance—formal relationships which make service delivery more important than clients. In place of that relationship, Seeley advocates informal relationships that enable the parent, student, teacher, and administrators to create a consensus of values and goals.

In addition to analyzing the bureaucratic mode, Seeley discusses the voucher system and community control as possible alternatives. His goal is to create a governance system that provides parents and students with voice, power, choice, and loyalty. It is a book that should be read by those who are just entering the school community as well as by those who have experienced the school wars of recent decades.

Available from AEIPPR, 1150 17th St., N.W., Washington, DC 20036, for \$9.95.

The Systematic Design of Instruction

Walter Dick and Lou Carey
Glenview, Illinois:

Scott, Foresman, and Company, 1985

—Reviewed by Hal Markowitz, University
of Florida, Gainesville.

Now in its second edition, this book is both a text and a handbook. It is a text for the student in education, who will be pleased to discover a rational planning process applied to teaching. It is also a handbook for educators whose job it is to link carefully researched instructional goals with well-planned programs for behavioral change.

Dick and Carey advocate a ten-component systems model that is closely related to the work of Gagné and Mager, and to the military's well-known Instructional Systems Design model. Educators who are fully submersed in the systems approach, as well as those just getting their instructional toes wet, will find the component-by-component discussion informative and helpful. Because the authors practice what they advocate, the book itself is an illustration of systematic design.

Members of curriculum committees or design teams undertaking a course design project (including analyzing goals, establishing performance objectives, and developing materials) will find abundant application here. Team members need the organized instruction this book provides: objectives, background, concepts, examples, feedback, implementation procedures, and an up-to-date bibliography walk the reader through each component in the systems model.

The Systematic Design of Instruction may be primarily the tool of the planners of major instructional efforts, but even those in the trenches should know how strategy and tactics are developed.

Available from Scott, Foresman, and Company, College Division, 1900 E. Lake Ave., Glenview, IL 60025, for \$16.95.

Illiterate America

Jonathan Kozol
New York:

Anchor Press/Doubleday & Co., Inc., 1985

—Reviewed by William Leary, Broward
County Public Schools, Fort Lauderdale,
Florida.

Jonathan Kozol's first book was *Death at an Early Age*, an angry work about the Boston Public Schools of the 1960s. *Illiterate America*, another angry book, is about the numbers of our citizens who are totally or functionally illiterate. Citing diverse research sources, Kozol estimates that 25 million American citizens cannot read poison warnings on various products and that another 35 million read below the level needed to function in today's increasingly technological society.

Kozol is not optimistic about the literacy problem. As a "worst case," he believes that some conferences will be held and that liberals will decry the problem. At best, he suggests that student groups and college activists from "poor communities" will join with citizens who will come forward "in good faith" to take action.

Kozol presents a grim picture for educators. Many who have taught continuously in public schools, particularly those in urban and rural areas, may be offended by Kozol's implied denigration of their efforts. They might well ask, "How many problems of race, poverty, social class structure—and in addition, reading—ought to be solved by public schools?"

It's a fair question. Boston's teachers are still trying to resolve it 20 years after *Death at an Early Age*.

Available from Doubleday & Co., Inc., 245 Park Ave., New York, NY 10167, for \$15.95.

Wordplay and Language Learning for Children

Linda C. Geller,
Urbana, Illinois:

National Council of Teachers of English,
1985

—Reviewed by Cynthia Prather, Creative
Associates, Inc., Washington, D.C.

The idea that children learn through play, particularly during their preschool years, has gained wide acceptance. In this book, Linda Geller supports the premise that during wordplay, which generally occurs outside of the classroom, children learn language patterns and communicate them to others.

Preschool- and elementary-level teachers can capitalize on their children's delight in wordplay by using jingles, riddles, tongue twisters, and other "nonsense" as a springboard for class discussions of such language concepts as rhyming, homophones, alliteration, and onomatopoeia. Strategies for using wordplay to stimulate interest in reading, spelling, and writing are included.

Available from NCTE, 1111 Kenyon Rd., Urbana, IL 61801, for \$9.75 (non-members) and \$7.50 (members).

Life and Death of the Schools Council

Edited by Maurice Plaskow
Philadelphia:

Taylor & Francis, Inc. (Falmer Press),
1985

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

Many Americans involved in curriculum work may be unaware of the contributions of Britain's Schools Council. From 1964 to 1984 the Schools Council served as a bridge to reconcile the educational needs and interests of government and teachers.

During its 20 years of existence, the Schools Council made a number of major contributions to British education (e.g., inquiring into attitudes of pupils, parents, and teachers; establishing education policy committees with teacher majorities; reforming 6th form curriculum and examinations; approving the principle of support for local curriculum development; publishing elaborate packages of materials on humanities curriculum; establishing working parties on gifted and handicapped pupils; and publishing several major statements of purposes and priorities). Early in its existence the Schools Council became independent from the Department of Education and Science, but in 1984 it was declared redundant and was closed, two years after the Secretary of State announced intentions to disband it.

Written by 15 educators who worked closely with the Schools Council, the book provides a set of interpretative case studies from inside a major agency committed to the growth of school policy and practice. One of the conclusions stated forcefully by Plaskow is, "Anyone who imagines, or plausibly urges, that education has nothing to do with politics has to be simple-minded" (p. 1). The book clearly presents a favorable view of and tribute to major actors in the Schools Council and is an indictment of the political forces that brought its end.

The book is a contribution to both interpretative ethnography and the history of British education policy, which reflects larger issues of education policy in the culture and around

the world. It is interesting to imagine ways in which the history of the Schools Council relates to, say, that of the National Institute of Education or the old Educational Policies Commission of the National Education Association. In the interest of exchange of perspectives among educators on an international scope, it is important to become aware of this and other publications series from Falmer on school curriculum.

Available from Taylor & Francis, Inc., 242 Cherry St., Philadelphia, PA 19106-1906, for \$27.00 (hardcover) and \$13.00 (paperback).

To Make a Difference: An Open Classroom in the '80s

Forest Knolls, California:
Tamalpais Productions, 1985

—Reviewed by Barbara Kres Beach, Association for Supervision and Curriculum Development, Alexandria.

As parents, teachers, and students talk about the open classrooms that

have "made a difference" for them, images of individuals concentrating, groups processing, and teachers performing tumble across the screen.

A school board member recalls the resistance to traditional education's sharp distinctions between "school and the rest of life" that got the open classrooms started.

Someone remarks that the school has released "an explosion of energy." You see it. You see, too, students in the open—symbolically and in fact—walking through fields doing biology, appearing equally at home with content and feeling, making choices that put them "on the learning edge."

The film leaves questions unanswered, of course, and educators who recall an earlier foray into open education will be reminded of its enormous intellectual and pedagogical difficulties. They will also remember the passion that sometimes overcomes them.

Available from Tamalpais Productions, P.O. Box 524, Forest Knolls, CA 94933 in 16mm film or videotape for purchase or \$50.00 rental.

Teachers and Principals Can Do It...

A school-based approach to higher-order thinking in the basic subjects K-12.

TOWARD INTELLECTUAL EXCELLENCE: SOME THINGS TO LOOK FOR IN CLASSROOMS AND SCHOOLS

by Richard A. Gibboney

- **Toward Intellectual Excellence** (TIE) states 24 criteria to evaluate and improve teaching and learning in the basic subjects.
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Kenneth Kastle, Principal, William Tennent High School, Warminster, PA

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Joan T. Smith, Teacher, Upper Perkiomen School District, Pennsburg, PA

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Dr. Ethel Migra, Dean, National College of Education, Evanston, IL

TIE is velo bound, xeroxed, 150pp. \$15.00 chk. or Pur. Order
Delta Press, P.O. Box 91, Birchrunville, PA 19421

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