

Reviews

Breaking the Glass Ceiling: Can Women Reach the Top of America's Largest Corporations?

Ann M. Morrison, Randall P. White, Ellen
Van Velsor, and the Center for
Creative Leadership

Reading, Mass.

Addison-Wesley Publishing Co., 1987

—Reviewed by Sandra Tomssen, University
of South Carolina, Columbia.

This book was not written for or about educators, yet it is essential reading for educational leaders of both sexes. The "glass ceiling" referred to in the title and throughout the text is the "transparent barrier" that keeps women from rising to the top in corporate America.

The Center for Creative Leadership, a nonprofit management research and training corporation, conducted a three-year study to determine what characteristics are common to successful and to "derailed" female executives in companies comparable in size to Fortune 100 companies. This book reports the findings. Based on interviews with 76 women and 22 higher-level administrators (16 men and 6 women), the researchers found that successful female executives had some of six major "success factors": (1) help from above (all had this factor); (2) a track record of achievements; (3) the desire to succeed; (4) the ability to manage subordinates; (5) the willingness to take career risks; and (6) the ability to be tough, decisive, and demanding.

The derailed female executives had three prominent characteristics: they were unable to adapt, they wanted too much for themselves or for other women, and they had performance problems. The authors found only a few differences between male and female successes and derailers but enough to conclude that "women are expected to have more strengths and fewer faults than their male counterparts." Educational leaders who read this report will be better able to

"break the glass ceiling" in educational organizations.

Available from the Center for Creative Leadership, 5000 Laurinda Dr., P.O. Box P-1, Greensboro, NC 27402, for \$15.95 plus \$2.00 for postage and handling.

Computers, Curriculum, and Whole-Class Instruction

Betty Collis

Belmont, Calif.

Wadsworth, Inc., 1988

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

If you are interested in using technology to enhance education in grades K-12, you will find this a valuable and versatile reference. It includes theoretical perspectives, pertinent research findings, excellent references, suggestions for computer use, and over 100 detailed lesson plans related to specific curriculum objectives in mathematics, science, social studies, and language arts. An accompanying disk provides simple teacher-tested programs for use in whole-class settings.

Available from Wadsworth, Inc., 10 Davis Dr., Belmont, CA 94002, for \$35.00.

Supervising Instruction

Robert L. Schain

Brooklyn, N.Y.

Educators Practical Press, 1988

—Reviewed by Frank L. Tout, Thomas Carr
Howe School, Indianapolis, Indiana

This book makes no pretense of being a recitation of supervision theories. It is a compact volume the author calls the "nuts and bolts" approach to that necessary business of supervision, which makes many administrators and supervisors downright uncomfortable or, at best, often less than adequate. Although based to a large extent upon his experience in a large urban high school, Schain's work will have value for principals or supervisors in any

setting who are looking for manageable how-to's of supervision.

The author offers sound suggestions for organizing win-win strategies to deal with almost any category of teaching staff performance. He also provides detailed scripts for working with the new teacher, the uncooperative teacher, the talented teacher, the teacher who is drifting toward retirement, and so on. Schain devotes considerable attention to such specifics as data collection, full-period observations, obtaining schoolwide involvement in improving instruction, lesson plans, teacher conferences, and "buddy" teacher arrangements.

Available from Educators Practical Press, 393 Mayfair Dr., South, Brooklyn, NY 11234.

Developing the Curriculum, 2nd ed.

Peter F. Oliva

Glenview, Ill.

Scott, Foresman/Little, Brown, 1987

—Reviewed by Kenneth T. Henson, University
of Alabama, University, Alabama

Many professors of graduate curriculum courses come to believe that intellectually sound content in this field requires a high degree of obtuseness and ambiguity. In a book that is intellectually stimulating yet lucid, Peter Oliva dispels this myth, freeing the reader to think about the content rather than fighting to comprehend it.

The clarity of *Developing the Curriculum* does not result from shallowness. Seldom will readers find a book more accurately written or more thoroughly documented. In preparing this revised edition, Oliva has blended a rich storehouse of long-accepted principles, theories, and axioms of curriculum development with current research and theories. *Developing the Curriculum* is one of the best curriculum books to come along in decades.

Available from Scott, Foresman/Little, Brown, College Division, Customer Service, 1900 E. Lake Ave., Glenview, IL 60025, (312) 729-3000.

Questioning and Discussion: A Multidisciplinary Study

Edited by J.T. Dillon

Norwood, N.J.:

Ablex Publishing Corporation, 1988

—Reviewed by Meredith D. Gall, University of Oregon, Eugene, Oregon.

As essential elements of classroom teaching, questioning and discussion have been the subjects of numerous articles and books. This volume is a welcome addition to the literature, for it takes our understanding of these methods to a new level of sophistication.

Dillon organized a major research project in which he invited 17 American and foreign experts on teaching to use the concepts and methods of their respective disciplines (philosophy, sociolinguistics, and psychology) to analyze transcripts of actual school discussions. The use of a common set of

transcripts, included in the book, gives readers a rare opportunity to witness how different disciplines generate different insights about the same classroom phenomena. Although the transcripts are of high school discussions, the experts' findings and recommendations are sufficiently general that educators at any grade level will profit from them.

Several weaknesses of teaching practice are laid bare by the experts' analyses. For example, most teacher-student interaction is recitation rather than discussion, even though the latter term is often used to describe it. Also, teachers are preoccupied with controlling classroom conversation, rather than sharing or relinquishing control in order that students can assume a measure of responsibility for their learning. Reasoned argumentation and analysis are almost entirely absent, even when the teacher's apparent intent is to develop students' thinking.

The critical tone of the book is tempered throughout with affirmations of the value of questioning and discussion properly applied. Unbound by traditional perspectives on what constitutes effective teaching, these experts from other disciplines offer fresh ideas about how to unlock the potential of these methods for fostering student responsibility, reasoning, and ability to communicate.

Available from Ablex Publishing Corporation, 355 Chestnut St., Norwood, NJ 07648.

"The Having of Wonderful Ideas" and Other Essays on Teaching and Learning

Eleanor Duckworth

New York:

Teachers College Press, 1988

—Reviewed by Jacqueline Grennon Brooks, Shoreham-Wading River Central School District, Shoreham, New York.

Eleanor Duckworth lets us all off the hook for not having the right answers. In fact, she congratulates us. For, as she explains in her inspiring account of the exhilarating process of teaching and learning, now we all have the opportunity to create wonderful ideas!

The virtues involved in not knowing are the ones that really count in the long run. What you do about what you don't know is, in the final analysis, what determines what you will ultimately know (p. 68).

Duckworth discusses issues of teaching and learning often neglected in the conventional literature: courage, risk, humor, excitement, and puzzlement. Time for confusion is an important prescription Duckworth offers the learner, for it is out of confusion that the learner eventually builds significant intellectual relationships.

By describing specific classroom interactions with both children and teachers as learners, Duckworth reveals the process by which teachers "become" Piaget, not learn "about" Piaget, and how teachers "give the child reason," not look for one "right" answer. The book describes the teacher as a person who engages learners in studying phenomena they

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would otherwise not think about, and who then researches the ways in which learners build their understandings. She conceives of this merger of teacher and researcher as a fine "romance." The reader is left rooting for marriage.

Available from Teachers College Press, 1234 Amsterdam Ave., New York, NY 10027, for \$13.95 paper.

Classroom Management Strategies: Gaining and Maintaining Students' Cooperation

James S. Cangelosi
White Plains, N.Y.:
Longman, Inc., 1987

—Reviewed by Edmund T. Emmer, University of Texas, Austin.

Effective classroom management requires a conceptual framework that accommodates a variety of strategies and encompasses the multifaceted tasks of organizing students for instruction in a complex social setting for an extended time. Without such a framework, novice teachers often view management and discipline either as discrete "tricks of the trade" or as concerned mainly with responding to problems they encounter with individual students' misbehavior or with losing control in a class.

Drawing on recent research and scholarship on classroom management, Cangelosi provides a conceptual framework that will help teachers make sense out of the array of models and recommendations encountered in the literature and in practice. Various sections of the book present basic principles and describe preventive strategies along with ways to deal with off-task, uncooperative, and disruptive behaviors. Cangelosi incorporates concepts and principles from several models, including Reality Therapy, Assertive Discipline, Adlerian, and behavior modification approaches.

The author presents applications in context with numerous examples from both elementary and secondary classes. Objectives at the beginning, and self-assessment questions at the

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end, of each chapter make the book suitable as a reference work for individual teachers.

Available from Longman NY Distribution, 5 S. 250 Frontenac Rd., Naperville, IL 60540, for \$18.95.

Imagination and Education

*Edited by Kieran Egan and Dan Nodaner
New York:
Teachers College Press, 1988*

—Reviewed by Bob Samples, HAWKSONG, Boulder, Colorado.

"Every new child is nature's chance to correct culture's error." This quote by Ted Hughes is a stellar example of the treasure trove of insight, wit, and wisdom contained in this welcome collection of essays, compiled in part

from a conference sponsored by the Faculty of Education of Simon Fraser University in British Columbia. The conference, "Imagination and Educational Development," addressed issues in education that are increasingly seen as that middle ground between mythos and logos, art and science, emotion and reason.

In these days of ITIP, Q-10, test scores, performance accountability, back-to-the-basics, and the myriad technologies of narrowness that are sweeping wildfire in our schools, voices like these are desperately needed. That the authors are a mixed lot gives an atmosphere of authenticity to the messages. They are philosophers, psychologists, artists, school-teachers, and poets. Some pieces are heady and opaque, others are chatty and conversational, yet all embrace

fragments of a vision beginning to emerge in these waning years of the 1980s. That vision is not new; but each time it has appeared, it has raised the fears associated with the misrepresentations of John Dewey, the British infant schools, and affective education. The 1960s were the years that vision last surfaced in North American consciousness.

This time around, there have been two decades of research in the neurosciences and the advent of the age of information. We can now claim with authority that the human brain-mind system is *designed* to function intuitively, imaginatively, and creatively as well as logically and analytically. Unsettling yet persuasive arguments are emerging that logic and rational analysis are not the products of objectivity but rather are special cases of internally consistent sequences of subjectivity. There is growing evidence that emotions and feelings are the central foundation upon which reason tentatively rests. Cognition is never free of affect.

A healthy outcome of this recurrence is a pluralistic perspective of education. The authors speak eloquently to this pluralism, for, when taken together, this collection of essays confirms contemporary evidence that we are biologically designed to think and know in a wide range of ways. In addition, there is an embracing affirmation of cultural pluralism as an expression of diverging pathways of imagination. The authors view imagination as a collective bond shared by all people, and they see its nourishment as a way for us to achieve both uniqueness and unity.

This book is a vital addition to a sparse shelf devoted to the topic of imagination. And while there is much more to be written in both theoretical and practical form, clearly these essays will nurture a more complete and humane vision of life for our children and ourselves.

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The Science Curriculum:
This Year in School
Science: 1986

Edited by Audrey B. Champagne and
Leslie B. Horning
Washington, D.C.:
American Association for the
Advancement of Science, 1987

—Reviewed by Shirley McFaul, Naperville,
Illinois

The contributions to this book, which came from a National Forum for School Science conference, represent a dialogue among scientists, teachers, and science educators about science—its place, role, and goals in the future of education. The claim is that more of the same won't work. New populations and new problems demand inventive curricular approaches. In the 1960s our goal was to create scientists to beat the Russians. Now we need a scientifically literate generation of adults who will be called upon to make important decisions.

This book is a springboard for conversations about such topics as what science skills and knowledge every 18-year-old should possess, how to determine if the science curriculum is improving, and how to assess for process skills. Recent data about what the present science curriculum offers—number of courses, course content, and gender and ethnic differences in science achievement—as well as a helpful discussion of the difference between *technological* and *scientific* capability—are included. Authors with an eye on the future explore the limitations of close adherence to textbooks and standardized tests, then offer five criteria as a basis for developing curriculum: utility, social responsibility, intrinsic value of knowledge, philosophical context, and enrichment of childhood.

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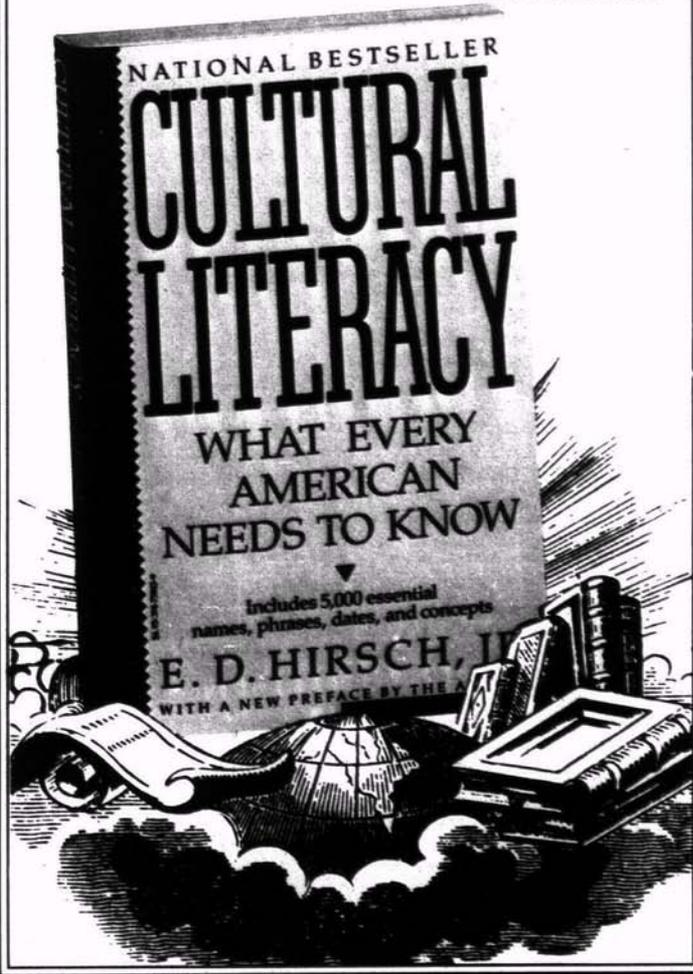
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