Attracting and Compensating America’s Teachers
Edited by Kern Alexander and David H. Monk
—Reviewed by Sylvester Kobut, Jr., Kutztown University, Kutztown, Pennsylvania.
This collection of informative essays and reports is the 8th annual yearbook of the American Education Finance Association. Recognizing the central role of the teacher in education, the book provides data on school reforms and their impact on teacher compensation, teacher supply and demand, merit pay, retirement systems, and the funding of teacher education in state universities. The book also discusses legal requirements for equal pay and historic and modern roles of teachers in our economic system. The excellent bibliography contains easy-to-interpret tables and figures. For the teacher educator, teacher union advocate, school board member, or concerned legislator, this is "must" reading.
Available from Ballinger Publishing Co., 54 Church St., Harvard Square, Cambridge, MA 02138-3730, for $35.00.

The Clash of Cultures
Joseph A. Raelin
—Reviewed by William Bailey, University of Delaware, Newark.
Educational institutions are subject to conflict between the trend toward hiring professional managers and the bottom-line management approach. Professor Raelin of Boston College addresses this controversy from a cultural perspective. Despite the book’s overly dramatic title, Raelin describes real struggles important to schooling. Although many of his examples are from fields other than education, his sociological explanations for the problems are excellent. Raelin also gives the reader worthwhile solutions. These include the lesson of controlling ends, not means; mediation; participative forms of governance; MBOs; Organization Development; incentive programs; peer controls; decentralization; and matrix organizations. While these practices fall into standard categories, Raelin provides plausible rationales for using them.
The book is well indexed and referenced. Practicing administrators will be enlightened by the author’s treatment of supervision and performance evaluation; professors of management and policy studies will find this a valuable resource for graduate seminars.

American Business and the Public School
Edited by Marsha Levine and Roberta Trachman
New York: Teachers College Press, 1988
—Reviewed by Lorraine B. Scon, Palo Alto, California.
Written under the auspices of the Committee for Economic Development, this book describes the variety of collaborative programs between businesses and public schools that have evolved in the 1980s. The editors present data on a wide range of school/business links and describe their impact on teachers and students. The appendix includes information from several Fortune 500 companies surveyed on their efforts in the schools.
Whether business should become involved in education at all and then to what extent are controversial topics. If you are considering establishing such a partnership or updating an existing program, you will find this book a valuable resource.
Available from Teachers College Press, Teachers College, Columbia University, New York, NY 10027, for $24.95.

Supervising Evaluation of Teaching
Robert L. Parrman
—Reviewed by James Lyons, University of North Carolina at Charlotte.
This book is comprehensive enough to serve as a handbook for those who supervise and evaluate teachers. The author gives clear and practical suggestions in chapters on setting goals, collecting data in the classroom, analyzing data/postobservation conferencing, and summative evaluation. As the title implies, the practices suggested are intended to guarantee teachers their full “due process” rights.
While the book would be particularly helpful in evaluation, it is also a valuable resource for anyone seeking an organized procedure for helping classroom teachers become more effective.

The Rapids of Change: Social Entrepreneurship in Turbulent Times
Robert Theobald
Indianapolis: Knowledge Systems Inc., 1987
—Reviewed by William Bailey, University of Delaware, Newark.
Robert Theobald’s background is in social and economic change, but he nevertheless has interesting views of the cultural influences on education and social leadership. Part of his message is that we all live in an era of rapid change: we can enjoy the turbulence and learn from it, or we can be over-
whelmed by the "rapids." Theobald claims the choice is ours.

One of the dilemmas faced by education, according to the author, is that the educator must achieve state-mandated standards for the whole school or class and is therefore forced to ignore the uniqueness of the individual. Administrators will be fascinated with his chapters on "Managers and Crisis," "Leadership Patterns in the Rapids," and "The Skills of Change."

The appendix provides a study guide, a description of "Action Linkage" (a discussion-based networking system), and complete resource sections on social entrepreneurs and publication references. Study guide manuals and cassette tapes are available from the publisher.

Available from Knowledge Systems, Inc., 7777 W. Morris St., Indianapolis, IN 46231, for $16.95.

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How To Construct Achievement Tests
Norman E. Gronlund
Prentice Hall, 1987

Reviewed by Robert Crumpton, Minnesota State Department of Education, St. Paul, Minnesota.

In simple, direct language, this book takes the reader through the stages of test planning, item writing, test assembly, test administration, and interpretation of test results. The chapter on computer use in testing includes a section on "using a test item file." The section on validity fits the latest standards of the American Psychological Association, which view validity as a unitary concept. The author also provides sample test items.

This book may be used as a textbook for the graduate intern learning educational evaluation, or as a reference book for supervisors engaged in test construction. References and a summary of major points are listed at the end of each chapter, making this book a useful desktop reference.

Educating Disabled People for the 21st Century
Edward J. Cain, Jr., and Florence M. Taber
Reviewed by Ralph Erickson, Troy State University, Troy, Alabama
This book describes where we are now in special education and discusses where we should be by the 21st century. The authors make it clear that the disabled will be either a blessing or a burden in the new century, depending on the education they receive now. This is not a methods book, but it outlines a wide variety of strategies and means—including electronic devices—for helping the disabled learn better.

The book has several flaws: the title is too broad (the socially deprived, emotionally maladjusted, and learning disabled are barely touched upon); education is seen merely as the acquiring of information, with little importance placed on the development of values; and no evidence is given that the disabled actually learn better through advanced technology, which is the main thesis. Nevertheless, this is a provocative book that should be read by teachers and especially by school administrators, parents, and legislators.

Available from College-Hill Press, 34 Beacon St., Boston, MA 02108.

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