

Reviews

Attracting and Compensating America's Teachers

*Edited by Kern Alexander and
David H. Monk
Cambridge, Mass.*

Ballinger Publishing Company, 1988

—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
Boston.*

Harvard Business School Press, 1986

—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.

Available from Harvard Business School Press, Harvard Business School, Boston, MA 02163, for \$19.95.

American Business and the Public School

*Edited by Marsha Levine and
Roberta Trachtman
New York.*

Teachers College Press, 1988

—Reviewed by *Lorraine B. Scott, 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. Furman
New York.*

Vantage Press, Inc., 1987

—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.

Available from Vantage Press, Inc., 516 W. 34 St., New York, NY 10001.

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-

welmed 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.

Beginning With Ourselves

David E. Hunt
Cambridge, Mass.:
Brookline Books, 1987

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

David Hunt's contribution to the literature of learning and teaching styles emphasizes (1) the transactional nature of learning in contrast to isolated descriptions of styles, (2) the primacy of concrete experience in assessing the teaching/learning act, and (3) the implementation of a problem-solving procedure relying heavily on metaphorical thinking (i.e., C.R.E.A.T.E., based on Kolb's four-step cycle).

Hunt's prescriptions emphasize the need for teachers not only to examine their own knowledge and experience, but to better understand the research of others based on personal diagnostic/prescriptive profiles. The book presents a procedure for finding out what one does know, and, on the basis of this self-analysis, prescribing a plan to learn what else one needs to know.

Teachers and staff developers will benefit from a careful reading of Hunt's interpretation of Kolb's model, the applications of George Kelly's

work, the multiple uses of metaphor in problem solving, and the descriptions of how to help teachers, clinicians, counselors, and nurses better appreciate their own learning style insights.

Available from Brookline Books, P.O. Box 1046, Cambridge, MA 02238, for \$17.95 (paper) and \$24.95 (cloth).

Education for Democratic Citizenship

Shirley H. Engle and Anna S. Ochoa
New York:
Teachers College Press, 1988

—Reviewed by Murry R. Nelson, the Pennsylvania State University.

According to Engle and Ochoa—the way to develop good citizens—ones who are critical and active—is to foster decision making and reflective thinking about social problems. The authors argue that students should move, through a kind of dialectic, from socialization to counter-socialization to democratic citizenship. Their curriculum proposals (Part II of the book) focus on the resolution of social problems, which they distinguish from the fleeting contact with social problems usually found in schools.

This is not just a book of starry-eyed optimism, the authors propose only a modest change from the traditional curriculum. The difference is the emphasis on problems rather than on memorization. The curriculum strands—environmental studies, cultural studies, social problems, decision making, citizenship, and a democratic school environment—will require more openness in questioning, different assessment approaches, and less use of textbooks. This is not a book for the complacent.

Available from Teachers College, Columbia University, New York, NY 10027, for \$16.95 (paper) and \$26.95 (cloth).

Adolescents, Alcohol, and Drugs

Judith H. Jaynes and Cheryl A. Rugg
Springfield, Ill.:
Charles C. Thomas, 1988

—Reviewed by Lowell Horton, Northern Illinois University, DeKalb.

Schools have an obligation to attack the drug problem, and Jaynes and Rugg show us how. They combine research and theory with practical interpretation to explain the dynamics of adolescent drug abuse. They describe the complex relation of chemical dependency to other adolescent problems, then focus on strategies schools can use to fight drug abuse. The several appendices provide checklists to assess drug use, plans for organizing school prevention teams, sample philosophy and policy statements, and resource and reference lists. With this book, educators can plan an attack on drug abuse in their schools and communities.

Available from Charles C. Thomas, 2600 S. First St., Springfield, IL 62794-9265, for \$28.75.

How To Construct Achievement Tests

Norman E. Gronlund
Englewood Cliffs, N.J.:
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 handbook for the classroom teacher, 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.

Available from Prentice Hall, Prentice Hall Building, Englewood Cliffs, NJ 07632.

Educating Disabled People for the 21st Century

*Edward J. Cain, Jr., and Florence M. Taber
New York*

*College-Hill Press, a division of Little,
Brown & Company, 1987*

*—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 impor-

tance 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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