

Reviews

Building Classroom Discipline: From Models to Practice. 3rd ed.

C.M. Charles
White Plains, N.Y.:
Longman, Inc., 1989

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

This book provides a good introduction to various conceptions of classroom discipline, including behavior modification, Canter's Assertive Discipline, and Glasser's Reality Therapy/Control Therapy. Some of the chapters (for example, those describing the Kounin model and the Redl and Wattenburg model) offer "sensitizing concepts" that lend themselves to ready application. Other chapters, especially those describing behavior modification and Glasser's concepts, would require additional reading and observation before a teacher could use the models effectively. For those seeking a brief overview of a broad array of discipline approaches, this book is recommended.

Available from College Marketing Manager, Longman, Inc., 95 Church St., White Plains, NY 10601-1505.

Staff Development: Enhancing Human Potential

Donald C. Orlich
Needham Heights, Mass.:
Allyn & Bacon, 1989

—Reviewed by Sarah D. Caldwell, Webster Groves School District, Webster Groves, Missouri.

This guidebook presents a good review of concepts, issues, and practices related to staff development and inservice education. The many tables and figures include examples of materials and models for needs assessment, delivery systems, and program evaluation. Topics explored in depth include

developing goals for staff development programs, incentives, funding, and programs for administrators.

While this book is particularly appropriate for those involved in continuing education or staff development training, it would also be useful to administrators of staff development programs at the district or school level.

Available from Allyn & Bacon College Division, 160 Gould St., Needham Heights, MA 02194-2310, for \$32.95.

Federal Aid to the Disadvantaged: What Future for Chapter I?

Denis P. Doyle and Bruce S. Cooper,
editors
Philadelphia:
The Falmer Press, 1988

—Reviewed by Blanche Glimps, Marygrove College, Detroit, Michigan.

The product of a congressionally mandated study of ECIA Chapter I, this book describes and analyzes the federal government's Chapter I program. Originally known as "Title I," this program was intended to help the nation's poorest, lowest-achieving children, to compensate for their academic and social disadvantages.

An introduction by the editors is followed by 11 essays on various aspects of the compensatory education program, which give the reader a keen sense of the strengths and weaknesses of the program as well as ideas on how it could be improved. This book does not offer specific strategies for practitioners in Chapter I classrooms; however, it will be helpful to policymakers, policy analysts, and researchers in determining future directions for the program.

Available from The Falmer Press, Taylor & Francis, 242 Cherry St., Philadelphia, PA 19106, for \$22.00.

Developing Public Confidence in Schools

William W. Wayson, et al.
Bloomington, Ind.:

Phi Delta Kappa Educational Foundation

—Reviewed by Richard Saxe, University of Toledo.

Seven general approaches schools can use to earn public confidence are described in this book, which stems from a series of studies sponsored by the Phi Delta Kappa Commission for Developing Public Confidence in Schools. The most compelling of these is the Education Program Approach—good teaching.

The book reports the characteristics and activities of schools with high public confidence (the schools are listed in an appendix) and provides three checklists of 162 items for developing public confidence.

Available from Phi Delta Kappa Educational Foundation, Eighth and Union, Box 789, Bloomington, IN 47402.

Good Principals, Good Schools: A Guide to Evaluating School Leadership

Charles H. Slaughter
Holmes Beach, Fla.:

Learning Publications, Inc., 1989

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

Slaughter—who views principal evaluation as the critical element in school improvement—describes a 34-step process to guide the development of a principal evaluation system for school districts. He compares and contrasts results-based and performance-based evaluations. Clear and readable, this book is a valuable tool for administrators charged with evaluating principals and for laypersons such as school board members.

Available from Learning Publications, Inc., Holmes Beach, Florida for \$24.95.

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