



**Brewer, Ernest W., and Hollingsworth, Connie. (1998). *Promising Practices: How Communities Across America are Working to Meet National Education Goals 2000*. Scottsdale, AZ: Holcomb Hathaway.**

This is a "state of education" presentation that aims to bring education professionals up-to-date on the various aspects of education reform as exemplified by the Goals 2,000 effort. After an introductory chapter that presents a background and polemic overview of issues in the reform effort, the authors provide a progress report, goal by goal. Each goal chapter offers a statistical overview of progress, a summary of programs that implement the goal and a selection of quotes from educational leaders surveyed as part of this project.

The preface is clear that this is an "informal" study. The authors claim only that the survey of 350 government officials, educational administrators, and community leaders which was used to generate quotes for the text, resulted in a "significant number" of responses. While the sections of each chapter that discuss specific programs are generally about five pages in length, the comments from education leaders are very brief, often only a paragraph or two. Some of them are rather uninspired self-promotion. The intent seems to be to provide a starting point. Every chapter has an extensive list of further resources and there are more in an appendix. Those hoping for an overview of national response to the Goals 2000 effort should be pleased by this effort. Those more interested in the details of successful programs will find references here, but will need to follow up on those suggestions to get the information they need.

Pages: 243 Price: \$18.95 ISBN: 1-890871-04-4

**Reviewed by Kate Corby, Michigan State University**

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**Maier, Pat, Barnett, Liz, Warren, Adam, and Brunner, David. (1998). *Using Technology in Teaching and Learning*. London: Kogan Page.**

This book has a British outlook and is aimed at higher education professionals. It's strength is that it makes no assumptions, it works from questions of why make changes, to what can be changed and how to change it. The theoretical background is explicit and includes encouragement for self reflection along the way. The authors make clear that individual instructors will need to implement these suggestions in unique ways to meet their own teaching style, their institutional and personal capabilities, and the demands of their course.

Needless to say all the above is a tall order for a 132 page book. The work may frustrate some users because it concentrates on raising the issues and relies on referrals to other works for in-depth treatment. An additional problem for non-British readers might be locating the largely British works listed as resources. The authors have made little effort to explain acronyms of government programs and

similar British specific references.

Pages: 132 Price: \$24.95 ISBN: 0-7494-2516-4

**Reviewed by Kate Corby, Michigan State University**

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**Morton, Jessica G. (1998). *Kids on the 'Net: Conducting Internet Research in K-5 Classrooms*. Portsmouth, NH: Heinemann.**

This book is aimed at teachers reluctant to take the plunge into using technology in their classrooms. The focus is on email and Morton explains her own curriculum in a clear, easy to follow, step-by-step way. While there is a lot of information about the unit on birds that she uses as a model, Morton also devotes a fair amount of attention to explaining why she makes specific suggestions and what educational goal they serve. This makes it easier for readers to grasp the conceptual basis of her decisions. Morton has also accomplished the most difficult task of the instructional book writer: how to make the process clear, and detailed without overwhelming the reader. Most teachers who read this book would feel that they could do a similar project successfully.

Morton uses the study of birds as a yearlong springboard for activities across the curriculum. Her students research information about any aspect of birds that interests them. She offers a variety of resources to aid them in this research process, books, field trips, frequent classroom interaction, and a group of "experts" they can send email questions. In *Kids on the 'Net* she tells how she identifies these "experts," and how she implements their contribution to her classroom.

Pages: 84 Price: \$9.95 ISBN: 0-325-00021-2

**Reviewed by Kate Corby, Michigan State University**

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**Willinsky, John. (1998). *Learning to Divide the World: Education at Empire's End*. Minneapolis: University of Minnesota Press.**

If education civilizes our youth, then it behoves us to take a critical look at the civilization we are passing on to them. Willinsky, a Canadian, examines the world as viewed from the British Empire. He advocates a brutal honesty about how our ethnocentrism has led us to excuse or justify the misdeeds of our own and other Western nations while condemning or marginalizing other civilizations. Current education programs which teach about diversity and explore cultural difference run the risk of making difference too benign, of making our history of discrimination and imperialism inexplicable. Students must be shown how an emphasis on difference transformed whole nations into the "other." Sometimes this "other" was an evil to be eradicated, more often it was a heathen to be converted or civilized. In either case, Western civilization was seen, not just as different, but as better.

Willinsky begins by explaining how this sense of our distance from the "other" became so ingrained in our culture. He talks about how explorers, and later travellers, were encouraged to bring back specimens for scientific study and museum display. Western visitors did not attempt to understand other cultures, but made what they found their own by renaming, classifying, and transporting plants and animals back to the West. Next Willinsky turns his attention to education. He examines how the "need" of colonized areas for a Western education became a justification for colonial rule. He looks closely at such subjects as history, geography, science, language and literature as the subjects that became the building blocks of the colonial mindset. In his conclusion Willinsky examines education's reluctance to tackle the tough issues, be they sexuality, cultural violence or the legacy of imperialism.

Pages: **304** Price: **\$22.95** ISBN: **0-8166-3076-3**

**Reviewed by Kate Corby, Michigan State University**

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