



Cogan, John J., and Derricott, Ray, editors. (1998). *Citizenship for the 21st Century: An International Perspective on Education*. London: Kogan Page.

Using a preexisting partnership between the University of Minnesota and universities in Europe, Japan and Thailand, Cogan led a research project to determine how to effectively teach citizenship in the coming years. The project used the Delphi method, which alternates collecting survey and interview data from a selected group of knowledgeable participants, moving toward consensus with each step.

The first half of the book is devoted to reviewing the current state of citizenship education and explaining the Delphi method. The results section includes all the issues considered, not just those for which consensus was reached. For example all the participants agreed that in the next twenty- years, the economic gap among countries and between people within countries will widen. Experts from the Western countries tended to see developments in the areas of technology and environmental protection as very desirable, while their Eastern counterparts emphasized the prevention of conflicts between countries. Taken individually these findings are neither surprising nor unique, but the researchers attempt to integrate them into a complex, holistic model for what they describe as *multidimensional citizenship*. In doing so they deal with the ethical, as well at the practical aspects of world citizenship, posing six questions for critical thinking that the curriculum should address.

Pages: 178 Price: \$59.95 ISBN: 0-7494-2512-1

Reviewed by Kate Corby, Michigan State University

Leaming Deryl R. (1998). *Academic Leadership: A Practical Guide to Chairing the Department*. Bolton, MA: Anker Publishing.

Leaming has impressive credentials for writing this text. He has served as department chair for nearly 20 years at several different universities. The book covers the entire spectrum of concerns a chair faces; from recruiting students to faculty development to fundraising. Information in each section is brief, precise and often unapologetically verified only by Leaming's experience. This makes for a somewhat choppy flow of ideas, but when combined with one of the better indexes I've seen, makes the book easy to use as a desk reference for quick consultation on specific topics.

I found the tenor of the book somewhat harsh. This may be due in part to the quick pointed writing style that does not spend much time on philosophical debate as it covers some of the major issues confronting higher education today. For example in the section entitled *Should I hire part-time faculty members?*, Leaming tells us right away "The answer is yes if you can find qualified persons,

and if you have the funds." "Hiring part-time faculty members is a way to save money for the university; we usually pay them so little it's embarrassing. Too many universities resort to this practice simply because of the economy, and students end up the losers." The remaining paragraphs in the section go on to deal with the problems part-time faculty present and the efforts that need to be made to integrate them into the department.

Pages: **320** Price: **\$35.95** ISBN: **1-882982-22-3**

Reviewed by Kate Corby, Michigan State University

Lynn, Laurence E. (1998). *Teaching and Learning with Cases: A Guidebook*. Chappaqua, NY : Seven Bridges Press.

Lynn is a popular author in the fields of management and public policy. Here he advocates and explains in some depth the case method of instruction. The case study method is an increasingly popular tool and Lynn's how-to is more detailed and thoughtful than other recent offerings. An impressively detailed Table of Contents should also help make the book usable. One limitation for education professionals is his almost complete focus on using cases in his own fields of expertise. He makes little effort to discuss how case method implementation might look different in a teacher education or fourth grade classroom.

Pages: **176** Price: **\$25.00** ISBN: **1-56643-066-6**

Reviewed by Kate Corby, Michigan State University

Potts, Cheryl. (1998). *Poetry Time with Dr. Seuss Rhyme*. Fort Atkinson, WI: Alleyside Press.

Any elementary teacher with a good laminating machine and a copy of this book should be able to do a complete author study of Dr. Seuss books with very little effort. There are 34 activities related to specific Seuss books and some additional suggestions of a more general nature. The activities include patterns for making visual aids for many of the activities, and a surprising number of these include a suggestion to laminate the items produced. Suggestions are divided into primary (K-2) and intermediate (3-5) levels. The author does not flinch from expressly Christmas related activities for *How the Grinch Stole Christmas!*

The author presumes that reading Dr. Seuss and following up with activities around the stories will be of interest to children and educationally beneficial. There is no discussion of learning objectives, but she does provide some non-Seuss suggestions for related reading with a few of the activities.

Pages: **63** Price: **\$12.95** ISBN: **0-917846-99-0**

Reviewed by Kate Corby, Michigan State University

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