



## **Hayes, William (2001) *So You Want To Be A Superintendent?* Lanham, MD: Scarecrow Press.**

The purpose of this book is to help explain both the challenges and the rewards of being a superintendent. Hayes, who served as a school superintendent from 1973 to 1994, notes that he is writing not only for anyone who has an interest in the superintendency, but also for individuals who might someday consider a career as a superintendent.

The book focuses on the practical. Hayes draws on his own experiences in order to share with the reader suggestions on what to expect and how to succeed. Chapter titles include "The First Year," "Budgets and Bond Issues," "The Superintendent's Relationship With Faculty and Staff Members," "The Superintendent and the Law," and "The Superintendent and Technology." Chapters are six to ten pages in length, and almost every chapter includes a list of suggestions or recommendations.

Although it is clear that Hayes is drawing from his own career, the book seems oddly impersonal. The reader is told that the superintendency involves both challenges and rewards, but Hayes shares few of his own personal joys or frustrations. He writes that a superintendent can make a difference in the lives of children, yet the "nuts and bolts" focus makes it difficult for the reader to see how individual lives can be affected. Given the stated purpose of the book, some touching or funny stories would have been appropriate. I expected to be given an indication of what it feels like to be a superintendent. Hayes' other publications have been aimed at preparing new superintendents, and I suspect that this book may be more useful as a supplemental text for introductory courses, rather than as a means of informing potential future leaders what life will be like as a superintendent.

Pages: **160** Price: **\$24.95** paper, **\$45.00** cloth ISBN: **0810839296** paper, **0810839288** cloth

**Reviewed by Sharon Naylor, Illinois State University**

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## **Ibarra, Robert A. (2001). *Beyond Affirmative Action: Reframing the Context of Higher Education*. Madison, WI: University of Wisconsin Press.**

Minority students are not coming to higher education, especially

graduate education, in proportion to their percentage of the population. Meanwhile the largely majority power structure of academe is puzzled by charges of discrimination and hostile environment; feeling they've done so much to ensure fairness. By pulling in ideas from psychology and anthropology, Ibarra is able to shed new light on these phenomena and offer concrete suggestions for change. Many of the techniques higher education uses to attract and retain minority students and faculty focus on perceived barriers (money, test scores) to access for minority groups. There has not been a comparable focus on the actual education environment offered and how suitable/attractive it is to minority group members.

Ibarra convincingly contends that his "new theory of multicontextuality offers a more comprehensive explanation for academic dissonance than institutional racism." (p.15) Using information from interviews with Latina/Latino scholars, Ibarra discusses in detail issues that impact minority education. For example:

- Universities depend on their resources, reputations, and the specialized training of faculty and administrators to continue to thrive. This also makes them more resistant to change.
- Many entrenched processes, especially those surrounding promotion and tenure are individualistic and more successfully navigated by persons of a low context cultural background.

By relying on cultural context as a base, Ibarra is able to offer a broader platform of suggestions for reframing academic culture than the familiar suggestions for interdisciplinary work or increasing the value of teaching. He ably shows the interconnected web of academic culture and is able to make convincing suggestions about how nudges here and there might bring us closer to where we want to be. Highly recommended.

Pages: **323** Price: **\$59.95** ISBN: **0299169006**

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

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**Irvine, Jacqueline Jordan & Armento, Beverly Jeanne (2001). *Culturally Responsive Teaching: Lesson Planning for Elementary and Middle Grades*. New York: McGraw-Hill Higher Education.**

This book provides teacher education students with a variety of culturally responsive lesson units and activities in language arts, mathematics, science, and social studies. The work is impressive in that it provides lesson plans, activities, and examples for instructional use in all academic disciplines. The book moves beyond the superficial "heroes and holidays" approach to multiculturalism and offers

pedagogical tools that challenge student into higher order thinking skills. For example, the chapter for social studies is excellent because it offers a focus on education for citizenship with the use of primary sources and documents that the students can analyze, all in a culturally sensitive way. The activities and handouts are interesting and offer real chances for interactive teaching and learning. This book is highly recommended to teacher education students and professors of education who wish to integrate diversity and multiculturalism into curricula in a meaningful way.

Pages: **224** Price: **\$37.19** ISBN: **0-07-240887-1**

**Reviewed by Susan Ariew, Virginia Tech**

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**Jweid, Rosann & Rizzo, Margaret (2001) *Building Character Through Literature: A Guide for Middle School Readers*. Lanham, MD: Scarecrow.**

Beginning from the presumption that their readers want to engage middle schoolers in discussions of character, Jweid and Rizzo offer a bibliography of 50 novels for the middle school reader. Most are fairly current award winning books, but there are some exceptions, like Verne's *Around the World in Eighty Days* and Burnett's *The Secret Garden*. The stories were picked for their depiction of strong characters making difficult decisions. While they are all mainstream literature, there are some titles (*Harry Potter and the Sorcerer's Stone*, *The Indian in the Cupboard*) that have sparked some controversy.

Each entry follows a set format: Awards, Characters, Setting, Plot, Questions for Discussion, Projects, Vocabulary, About the Author, and From the Author. With the exception of "Awards" and "From the Author" every category is present for each entry. The plot summaries are generally about three or four paragraphs long and give a good overview of the action while at the same time making clear why the authors chose this particular book. The project suggestions offer multiple types of short projects: research and report, write a news article, make a poster or a model. Most could be adapted for group or individual work, none of them would require unusual skill or resources, but few are strikingly clever or creative either. The vocabulary words are well chosen and presented within their surrounding phrase, but the authors do not give exact locations within the books.

Readers will appreciate the Character Trait, and Genre and Theme indexes. There is also a subject index.

Pages: **232** Price: **\$32.50** ISBN: **0-8108-3951-2**

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



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