

**Duke, Daniel L. (2002) *Creating Safe Schools for All Children*. Boston, MA: Allyn & Bacon.**

Daniel Duke is a prolific author with many other works to his credit on topics in the area of behavior problems and discipline policies. This book is an overview and synthesis of research on school safety issues. It is very up-to-date, citing works published as recently as 2000, in a clear, well organized manner. The emphasis is on the school as a whole, rather than on classroom or individual level planning.

Duke begins with an overview of his subject, both a chronology of work in the area and a thematic guide to various perspectives such as political, organizational, psychological, etc. He then offers a chapter on each of seven standards:

1. Students know how they are supposed to behave in school and understand the reason why.
 2. Rules are enforced and consequences are administered humanely, fairly, and consistently.
 3. Students feel valued and cared for.
 4. A balance exists between efforts to promote appropriate conduct, discourage misconduct, and effectively handle misconduct when and if it does occur.
 5. School authorities anticipate and prepare for situations that could be disruptive or dangerous.
 6. The physical environment of the school has been designed to promote the safety and well-being of students.
 7. Parents and community members are involved in and committed to efforts to create and maintain safe schools.
- (p. xviii)

Each of these chapters discuss previous work on the subject, offer brief examples called "Case in Point" of the ideas in practice, and make recommendations for action.

The book is not a detailed implementation plan. It summarizes lots of background reading and makes general recommendations that each reader will need to implement based on his/her local situation. The final chapters of the book offer one to two page answers to a catch-all of common questions about such topics as the legal rights of students, dealing with gangs, referring students for help outside the school, and some overarching ideas that will be helpful in implementing each of the standards.

Well written, timely, and thought provoking, this book is an excellent

contribution to the literature.

Pages: **252** Price: **\$42.67** ISBN: **020532018x**

Reviewed by Kate Corby, Michigan State University

Freeman, David E. & Freeman, Yvonne S. (2001)
Between Worlds: Access to Second Language Acquisition.
Portsmouth, NH: Heinemann.

David and Yvonne Freeman have written an inspiring text on English language acquisition, sure to be a classic. They present an overview of learning and language acquisition theories, and also describe practical, real life examples of classroom teachers and second language students engaged in the learning process. The first edition (1994) of this book earned MLA's (Modern Language Association) Mildenerger Award for a work in the field of teaching foreign languages and literatures. This second edition, published seven years after the first, includes current trends in second language acquisition theory and further examination of the factors that affect second language acquisition. The Freeman's are leaders in the field of second language acquisition; having co-authored five books on the subject as well as numerous articles.

Between Worlds is divided into two sections, "The World Inside the School" and "The World Outside the School." The first section comprises two-thirds of the book, and was by far the most interesting to me as an educator. The first three chapters would be of interest to teachers of all ages and disciplines. The Freeman's discuss the factors that affect a student's academic performance as well as factors that influence a teacher's teaching style and attitudes about teaching and learning. The chapter on "What Influences How Teachers Teach?" allows the reader to examine the question, "why do I teach as I do?" Does one teach as one was taught? Or does one teach as one was taught to teach? Required to teach? Allowed to teach? Does one teach in response to or reaction to the students? In the same chapter, three images of the learner are presented: learner as plant, learner as builder, and learner as explorer. The learner as plant is an image based in Behaviorist Theory. The student is passive, acted upon. The learner as builder is based upon Cognitive Theory, in which the learner acts upon the environment drawing his or her own conclusions. The image of a learner as an explorer is drawn from Transactional Theory. Students are "explorers who continually revise their understandings as they live through and reflect on new experiences" (p. 34).

Chapter three examines "explorer classrooms" in depth. Orin Cochrane's model of learning is described: demonstration, intent, self-concepting, learning by doing, feedback, and integration. Learning begins with demonstration, but can only really take place when the

student intends to learn. Self-concepting is the ability to see one-self doing something; this is followed by practice. Feedback is critical in that it can encourage or discourage learning. Finally, integration occurs when the learner assimilates the learning into the scheme of what they already know. Lev Vygotsky's theories are also examined. He considers that the role of the teacher is to mediate. This might include "scaffolding" or providing assistance to students by asking questions or making suggestions. Mediation might also include modeling or direct instruction. All three forms of mediation support learning, however, the teacher selects the best form of mediation based on the students' needs at any given moment.

Chapters four through eight contain the heart of second language acquisition. Chapter four focuses on what happens when people acquire language. This includes competence (our ability) and performance (what we actually do). Competence includes grammatical ability as well as the ability to communicate in social situations. Chapter five examines major theories of second language acquisition. These include John Schumann's Acculturation Model and Stephen Krashen's Monitor Model. The Freeman's view is closely aligned with Krashen: combine language and content so that the focus is not on language, but on learning. Students learn language through meaningful interaction with the content, the teacher, and other students. Chapters six through eight present seven principles of the "explorer" learning:

1. Celebrate Learning and Diversity.
2. Focus on the Learner.
3. Make Curriculum Meaningful to the Students.
4. Organize for Collaboration.
5. Encourage Learning Through Different Modes.
6. Respect Learners.
7. Celebrate Student's First Languages and Culture.

These chapters are perhaps the most useful and practical chapters in the book. Practicing teachers can easily adapt and use ideas from these chapters. Illustrations in these chapters include samples of actual student work. If the first three chapters aren't enough to hook the reader's interest and attention, these middle three chapters are sure to do so.

Section two of the book may be of more interest to principals, school boards, and researchers than to the average classroom teacher. This section discusses hot topics such as bilingual education, assimilation vs. pluralism, value conflicts, stereotypes, and diversity as an asset or as a hindrance. Chapter eleven is an important chapter on involving parents in their children's education. Three ways of involving parents are examined: parent education, parent involvement, and parent or family empowerment. Examples of these might include ESL classes for parents and home visits.

Between Worlds should be required reading for beginning as well as

veteran teachers. It could be used as a college textbook; the "Applications" section at the end of each chapter provides excellent questions for lively discussions. The text's strongest points are its thorough overview of research in learning and language acquisition and real life examples from teachers and students of a variety of ages and ethnic backgrounds. The bibliography includes classic works by Piaget, Skinner, and Chomsky as well as a bounty of current research. Of particular interest is the appendix that lists websites for ESL teachers; only one out of the first ten links is no longer working.

I would have been interested in a chapter examining how technology impacts language acquisition, not only for the second language learner, but also for the native language learner. This would be an excellent addition to a future edition.

Most all teachers today are faced with an increasingly multicultural student body. Many teachers do not have a background in second language acquisition. This book presents many practical ideas that once implemented will create a win-win environment for all students regardless of language ability.

Pages: **303** Price: **\$28.00** ISBN: **0-325-00350-5**

Reviewed by Kathy M. Irwin, Mardigian Library, University of Michigan-Dearborn

Haynes, Richard A. & Henderson, Catherine L. (2001)
***Essential Strategies for School Security: A Practical Guide for Teachers and School Administrators.* Springfield, IL: Charles C. Thomas.**

Essential Strategies bills itself as a "self-help, easy-to-read guide" (p. vii) to school security. It gets directly to the point, taking readers on a detailed journey from inception to implementation of a school security program. Once a need is identified the authors offer detailed suggestions for team members, assessment strategies, planning steps, and setting priorities. In the longest chapter, "Hardening the Target," they go item by item through various procedural (personnel screening, or inventory control for example) and physical (fencing, heating and air conditioning) areas of concern, offering a paragraph or two of key points about each.

There are several chapters devoted to the examination of specific types of violence: rampage; shooting or bombing; hostages. These go into detail about what type of issues are apt to arise and how best to prepare to deal with them. There are also chapters on the people involved: parents, students, faculty and staff, police, even the media. They discuss the types of interaction recommended and planning necessary

to gain appropriate support for the security plan. This separate coverage of three elements: planning steps, types of violence, and people leads to some predictable repetition, but does make it easier to use the book as a reference guide to look up particular concerns.

Author Haynes is a security professional, Henderson is a teacher. Together they bring two necessary perspectives to bear on this subject. The emphasis, however, is clearly on security. While discussions of how to implement suggestions or what types of problems might arise, reflect a sound knowledge of school reality, the sense that increased security is urgently needed at most schools goes unquestioned. The authors suggest that schools assess their needs and plan accordingly, but this is one area where they offer very little in the way of concrete suggestions, in fact some of their rhetoric seemed a bit inflammatory: "People of all ages, not just our youth, are saturated with violence." (p. 146)

My major concern with the book is it's lack of documentation. There are various points where facts are quoted or models suggested without reference to a source. At one point the authors actually say, "Numerous publications are currently on the market..." (p.98) without offering any type of list or contact information. There is a brief bibliography at the back, but many of the titles would be of little help to school personnel attempting to grapple with security issues: "The Complete Manual of Corporate and Industrial Security," "Loss Prevention Through Crime Analysis," or "The Tactical Edge -- Surviving High-Risk Patrol." As its name implies, *Essential Strategies* would be useful for a school that had already decided to implement a security program and needed suggestions for moving forward, it is not a good choice for readers hoping to explore the issue.

Pages: 247 Price: \$54.95, hard; \$36.95, paper ISBN: 0-398-07177-2 (hard); 0-398-07178-0 (paper)

Reviewed by Kate Corby, Michigan State University

Taberski, Sharon (2000) *On Solid Ground: Strategies for Teaching Reading K-3*. Portsmouth, NH: Heinemann.

For over ten years, Sharon Taberski has been teaching children to read at the Manhattan New School in New York City. In her book, *On Solid Ground*, Taberski shares, with detailed descriptions and practical examples, the strategies she's developed and refined to help children become "proficient readers who love to read" (p. 8).

A passionate commitment to children shines in this book as Taberski outlines her approach to reading instruction. It's an approach that puts children, and what they need, squarely at the center. Taberski doesn't advocate phonics over whole language or guided reading over

independent reading, what she advocates is an integration of approaches based on the needs of the student.

Taberski divides her instruction strategy, and the book, into four sections:

1. Understanding Our Role and Goals.
2. Assessing Children to Determine Their Strengths and Needs.
3. Demonstrating Strategies: Whole Class, Small Groups, One-on-One.
4. Offering Children Opportunities for Practice and Response.

In each section, Taberski explains her ideas, shows how to organize a classroom to incorporate the various strategies and provides examples from her personal teaching experience. Photographs of her classroom and samples of student work help readers visualize how the various techniques work. Central to Taberski's method is making personal connection with each student through conferences. In these sessions, she assesses student needs and develops a plan for their reading improvement.

Reading teachers will find both inspiration and practical application in this book. The techniques Taberski shares aren't easy. Her classroom and daily activities require focus and discipline, but the rewards of watching students acquire skills and find satisfaction are worth the effort. A helpful index and an appendix of reproducible classroom worksheets enhance the book. Bibliographies include both the reference list and a listing of the children's books mentioned in the text. Highly Recommended.

Pages: **219** Price: **\$22.00** ISBN: **0-325-00227-4**

Reviewed by Stephanie D. Davis, Spring Arbor University



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