



Goodman, Kenneth S., editor. (1998). *In Defense of Good Teaching: What Teachers Need to Know About the "Reading Wars."* York, ME: Stenhouse Publishers.

Goodman has set out to defend whole language by exposing the political agenda of those who are against it and by assisting those who want to fight against this attack. To this end he has compiled eleven distinctly separate chapters written by twelve authors, including Constance Weaver, Ellen Brinkley, and David and Yvonne Freeman, who strongly support whole language and who have dealt with and participated in the "reading wars."

Readers will be exposed to a variety of information and pro-whole language perspectives and will certainly learn more about the politics surrounding the issue, specifically in the areas of research, legislation, and practice. Of key interest are a series of case studies and various rationale used to support the assertion that there is a right wing agenda against whole language and to explain why and how this agenda developed. In addition, many of the authors have outlined specific methods and strategies that readers may use to respond to right wing criticisms.

Pages: 195 Price: \$18.50 (paper) ISBN: 1-57110-086-5

Reviewed by Jeneen LaSee-Willemsen, Kansas State University

Griss, Susan. (1998). *Minds in Motion: A Kinesthetic Approach to Teaching Elementary Curriculum.* Portsmouth, NH: Heinemann.

I wish I could insert a little video clip here of me acting out my enthusiasm for this book. It would show me skipping with a smile as I realize that many of the ideas here are easily transferable to the elementary classroom and are explained in enough detail that I could use them confidently. I would slow to a walk and have a pensive look as I thought about the amount of space, and the need for musical accompaniment that will be challenges. Back to a jog as I remember how the science demonstrations suggested here made me realize that some concepts were suddenly going to be very easy for students to understand. I'd slow again as I remembered the part about teaming with a dance professional for some of the more ambitious projects, like kinesthetic book reports. Does "every school" have "access to dancers and choreographers with whom teachers can collaborate" as the author states? Maybe not, but there's still plenty of ideas here to enrich a curriculum.

Pages: 130 Price: \$19.50 ISBN: 0-325-00034-4

Reviewed by Kate Corby, Michigan State University

Kolodny, Annette. (1998). *Failing the Future: A Dean Looks at*

Higher Education in the Twenty-first Century. Durham, NC: Duke University Press.

Portions of this book have been previously published as journal articles and essays, but they come together to present Kolodny's reflections on her tenure as Dean of the College of Humanities at the University of Arizona. The book is easy reading well buttressed by notes and references to support the points so forcefully made.

Kolodny looks at the whole institution of higher education as it exists in the United States, and predicts some future challenges, such as the need to serve an increasing population of lifelong learners, not all of whom will be interested solely in career advancement. The fact that she is a woman is present on every page, the author is aware of how her gender influences a woman's experience in what is still the male bastion of academe. She discusses tenure, research requirements, sexual harassment, family issues, and the need for a cross disciplinary, international approach to learning. She uses her experiences as Dean to examine some of the reasons why needed changes happen or fail to happen in universities.

The book does not cover entirely new ground, but Kolodny's unusual situation as a person who chose to be dean for only a brief period (five years) and hence has a clear view of both administrative and faculty perspectives, leads to new insights and lends a veracity to her arguments that make this a worthwhile and enjoyable read.

Pages: **298** Price: **\$24.95** ISBN: **0-8223-2186-6**

Reviewed by Kate Corby, Michigan State University

Perry, Phyllis J. (1998). Exploring the World of Sports: Linking Fiction to Nonfiction . Englewood, CO: Teacher Ideas Press.

Teachers of elementary aged children who want to use a sports theme to interest their students in reading will find this book helpful. The author's aim, to provide the basis for an integrated unit with a sport motif, is in my opinion only partially realized. The book is divided into parts for baseball, basketball, football, and in one group; soccer, swimming, track and field. Within each part are eleven each of fiction and nonfiction books with three "bridges" or poetry books in between.

Each book mentioned is given its own page, which includes description, summary, level, and suggestions for classroom use. It is these suggestions that are the weak link, not because they are poor, but because they are so predictable.

Many are simply discussion points to respond to the story. The few that do attempt to cross disciplines and include activities that children can run with, are so obvious that most teachers would think of them.

Pages: **133** Price: **\$24.00** ISBN: **1-56308-570-4**

Reviewed by Kate Corby, Michigan State University

Schunk, Dale H. and Zimmerman, Barry J., editors. (1998). *Self-regulated Learning: From Teaching to Self-Reflective Practice*. New York: Guilford Press.

This is the third book in the editors' well respected series of compilations on the topic of self-regulation. Earlier works include: (1989) *Self-regulated learning and academic achievement: Theory research and practice* and (1994) *Self-regulation of learning and performance: Issues and educational applications*. This volume moves beyond the introductory nature of the earlier volumes to report on research, often collaborative and at an interim stage, in large projects that yield suggestions for instruction and practice.

Most of the chapters are lengthy and include all the elements of a research report, from literature review through methodology to conclusions and discussion of future work. They look at self regulation at all school levels and in various contexts, e.g. mathematics skill, learning disabled students, computing technologies. Most are accessible for readers without significant prior knowledge of the subject, but they would not be easy reading. Like all edited work, there is some delay in reaching publication and many of the studies here are of mid-90's vintage, but this is solid information from leaders in the field.

Pages: 244 Price: \$40.00 ISBN: 1-57230-306-9

Reviewed by Kate Corby, Michigan State University

Valverde, Leonard A., and Castenell, Louis A., editors. (1998). *Multicultural Campus: Strategies for Transforming Higher Education*. Walnut Creek, CA: Alta Mira Press.

This collection of nine essays offers a front row seat on the issues facing minorities in higher education. The editors solicited essays from four administrators, three faculty members and one student, each themselves members of a minority group. The essayists tie research on minorities in higher education with their own experiences in academe, presenting a vivid picture of how numbers and trends translate into lived events.

The editors' hand is evident throughout the book, giving it an even quality and cohesion sometimes lacking in compilations. In addition to the organization by author's position alluded to above, each essay is descriptively titled and preceded by a one page outline of the points to be highlighted. Contributors include Chang-Lin Tien, chancellor at Berkeley who describes how his Chinese culture has helped him in his position; A. Reynaldo Contreras, a department chair at San Francisco State who discusses the concept of "leading from the margins" through which he urges marginalized persons to use their voice; and Vanessa Allen-Brown, a faculty member at the University of Cincinnati, who examines the unique roles and challenges facing African-American women.

Pages: 216 Price: \$ ISBN: 0-7619-9165-4

Reviewed by Kate Corby, Michigan State University



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