



Duggleby, Julia (2000). *How to be an Online Tutor*. Aldershot, Hampshire, England: [Gower](#).

The title of this brief book is a bit ambiguous, especially for an American audience. Will we learn how to help others use online resources, or will we learn instructional techniques suitable for an online environment? It turns out the answer is "A bit of both." Duggleby starts at the beginning, devoting almost half the book to questions such as "Is online learning the answer?" and "What is the Internet?". What does tutoring have to do with this? In this context, the word tutor is synonymous with teacher or instructor.

The second half of the book is closer to what I expected. Here Duggleby talks about content considerations, appropriate activities, and special problems such as copyright clearances that are more difficult in an online environment. She does a good job of pointing out the strengths of the Internet for empowering shy voices, providing one-on-one communication with learners, and delivering content in a variety of formats. Still, there is not a lot of depth here. Readers are pointed in the right direction, but not given enough information to actually implement the suggestions. The exchange rate makes this a pricey choice for Americans. Although more than three years old, Lynnette Porter's *Creating the Virtual Classroom* offers more information for about half the price.

Pages: **158** Price: **\$69.95** ISBN: **0 566 08247 0**

Reviewed by Kate Corby, Michigan State University

Owen Jane C. & Ovando, Martha N. (2000). *Superintendent's Guide to Creating Community*. Lanham, MD: [Scarecrow Press](#).

The case study is an increasingly popular way to drive home a point. Many readers, myself included, appreciate the concrete image of theoretical constructs that an example can provide. This book takes two successful superintendents as continuing examples: Sam Garza of San Sebastian and Chuck Wilson of Hanover. These two become the players in an investigation of the role of the superintendency in American education, with an emphasis on the political. 20

The authors begin with an historical overview of the development of the superintendent's role. They emphasize the growing importance of political acts such as coalition building, negotiation, and conflict management. The book also explores the difficulty that modern superintendents have in finding any opportunity to provide educational leadership, when management of the business and politics of a school district takes such a large part in their lives. Change is the ultimate destination here. Owen and Ovando use the framework of Schein's and Lewin's change theories to show how positive change can result from effective leadership action.

The title might lead a reader to expect a handbook for an effective superintendency. Rather this is a report of a research study, conducted in two school districts and focused on two individuals who were selected because of their success in effecting positive change. The reader will come away with a fairly detailed understanding of their practice and a theoretical construct upon which to hang that understanding. What they will not find in as much depth is the typical handbook-like overview of all recent theory on the subject. It's a good trade off, and a very readable book.

Pages: **169** Price: **\$27.95 paper, \$45.00 cloth** ISBN: **0810837641 paper, 0810837633 cloth**

Reviewed by Kate Corby, Michigan State University

Sweeney, Jim & Bourisaw, Diana (1997). *Judgment: Making the Right Calls*. Larchmont, NY: [Eye on Education](#).

School administrators increasingly find their decisions being scrutinized by parents, teachers, students, school boards, and other administrators. *Judgment: Making the Right Calls* by Jim Sweeney and Diana Bourisaw is a clearly written, step-by-step recipe book for making decisions and improving one's judgment. The book aims to help readers find a systematic way to effectively make decisions; improve judgment; and reflect on individual practices. It is a good, confidence-building, resource for new administrators, as well as for seasoned administrators who want some validation of their decision methods. The choice of a popular, rather than scholarly, writing style makes it easy to read.

Each chapter contains the topic content, key behaviors with do's and don'ts, and a reflection section. Examples in each chapter reflect both good and poor decisions. Several devices are used to help the reader remember and process the information. These may be activities such as writing or practicing skills; reminders sprinkled liberally throughout the text; models in frameworks; key behaviors that can increase effectiveness; reflections that require the reader to think about the situation; and scenarios of situations that have actually occurred in schools. The reflection sections are especially valuable; readers are asked to reflect on a short list of questions or statements, write their reflections in a journal and refer back to them as they are reading other chapters.

Since judgment is one of the 21 domains identified by the National Policy Board for Educational Administration (NBEA), the book begins with two chapters about judgment itself and why it is so important. In the second chapter, "Judgment and Problem Solving", there are six pitfalls for one to beware of when making a judgment call: 1) Trying to Solve Problems That Are Ill-defined or Too Large; 2) Jumping to a Solution Before Really Analyzing the Problem; 3) Tackling Problems Beyond Your Control; 4) Applying Pet Solutions; 5) Failure to Consider Situational Aspects; and 6) Level I thinking.

The next two chapters, on thinking and reasoning skills, start with a short quiz to identify right and left-brain tendencies. The score is placed on a continuum, so

the reader is able to see precisely where his/her tendencies lie. Then, the authors give suggestions for right-brainers to stretch their brains to the left and for left-brainers to stretch to the right in order to make more balanced decisions.

Three chapters exploring different methods and models for decision-making and problem solving follow this. They include the Seven Step Problem-Solving Framework, SSFM (scanning, screening, focusing, and mapping), the 4D Problem Screening Guide, the Problem Mapping Guide, and Choice Charting (a modified Ben Franklin approach). Chapter Eight is a very useful practice case with a well-laid out list of choices and alternatives for the reader to think about. It helps the reader use the techniques from previous chapters to make decisions about the presented case. It also includes reasons for taking or not taking certain actions.

The final chapter of the book is a recap of the major themes with some additional words of wisdom and strategies to help in the decision-making process. One such strategy is mindmapping. The authors suggest using Post-it notes to represent connections and relationships graphically. Using the four mindmapping steps, one can create a big picture and recall information more efficiently:

1. On a Post-it, write your problem in the form of a question and put it on a board or space where you can add more Post-its.
2. Generate ideas to solve the problem. Put each one on a Post-it. Continue until you are out of ideas.
3. Examine your ideas and categorize them by moving the Post-its around. Try to synthesize like ideas into big ideas.
4. Put together a plan with big and little ideas.

This is just one example of the recipes in this book that can help an administrator make decisions that are effective and well thought out.

Appendices A through G give visual representations of the major models presented in the book. Having a visual picture of each of the concepts helps to solidify the reader's grasp of the nature of the model. It also allows readers to copy a preferred model and keep it in sight for a reminder.

Like all good recipe books, this one gives concise directions for making judgments. It not only helps one make effective decisions; it also helps one understand oneself.

Pages: 155 Price: \$29.95 ISBN: 1-883001-37-4

Reviewed by Barbara A. Shaw, Technology Coordinator with the '98 Department of Education Technology Challenge Grant at the University of Texas at El Paso. She has been a classroom teacher, a teacher-trainer, an adult educator, and a university lecturer.

Webb, Lois Sinaiko. (2000). *Multicultural Cookbook of Life-Cycle Celebrations*. Phoenix, AZ : [Oryx](#).

According to the preface, the *Multicultural Cookbook of Life-Cycle Celebrations* was born out of the author's desire to write a cookbook about people and their celebration of life-cycle events such as birth, puberty (coming of age), marriage, and death-rites of passage that "reveal the very heart of the family and the culture." The book explores these life-cycle celebrations in more than 145 countries around the world and the special foods prepared in commemoration of such events.

The author is a consultant and caterer for a Texas restaurant specializing in multicultural weddings. She has traveled extensively and written numerous food-related publications, including two previous Oryx Press cookbooks; *The Multicultural Cookbook for Students* (1993) and the *Holidays of the World Cookbook for Students* (1996). This follow-up work is, likewise, directed toward students (and their teachers) in an effort to expose young people to the world's diverse culinary traditions and cultural practices. The arrangement is geographical by region-Africa, North Africa, the Middle East, the Arabian Peninsula, Europe, the United Kingdom, Scandinavia, the Baltic Nations, the independent states of the former Soviet Union, the Central Asian Republics, Asia, the Indian Subcontinent, the Caribbean, Latin America, and North America are all represented. Within each region, countries are listed in the order in which a person might tour them by automobile. Ostensibly, this arrangement is to provide students with a sense of geography and/or facilitate the discussion of a country's cooking traditions in relation to those of neighboring countries. However, if geography is a goal, let's hope students do not read the Table of Contents of this book, which places Germany, Poland, and the Netherlands in the region of the "United Kingdom" and China and Japan in the "Indian Subcontinent"! Given the current state of geographic awareness of the American population, this misleading arrangement is especially dismaying.

For each country, the author provides a brief introduction to the country's geographic location, history, and ethnic and religious breakdown, followed by a discussion of its important life-cycle celebrations and customs. Three or four recipes are given for dishes typically prepared during these celebratory feasts. According to the author, an effort has been made to update and simplify recipes to fit today's healthier diet and busy lifestyle. Many of the recipes remain very ambitious (e.g. the Spiced Leg of Lamb from Turkey-a 24 hour project, the Roast Suckling Pig from Papua New Guinea, and Germany's Sauerbraten, a marinated pot roast requiring 3 days preparation time). Many recipes call for adult supervision, typically those involving grilling, broiling, or the use of hot oil. These are labeled with the appropriate cautionary messages. 20

"To expand the senses and make the taste buds more adventuresome," recipes for some of the more "unusual" foods have been included (e.g. salt cod, herring, caviar, yucca, chayote, and prickly pear) foods "easily available" at most large supermarkets, health food stores, or ethnic markets. Maybe, but as the saying goes, "You can lead a horse to water but you can't make him drink." Good luck getting today's macaroni-and-cheese generation to sample Millet Porridge or Collards with Spiced Cottage Cheese. Fortunately, there are plenty of recipes for decorative breads and assorted sweets that will definitely appeal to younger taste buds. Students should find the discussion of rite-of-passage customs interesting and the glossary of food terms helpful in identifying unfamiliar ingredients or

cooking terminology.

As a resource for the study of diverse cultural and cooking traditions, the *Multicultural Cookbook of Life-Cycle Celebrations* is a noble effort. Nevertheless, the misleading geographical layout and the often unusual and challenging recipes limit its suitability for classroom use.

Pages: **473** Price: **\$35.00** ISBN: **1-57356-290-4**

Reviewed by Anita Ezzo, Michigan State University



[[home](#) | [overview](#) | [reviews](#) | [editors](#) | [submit](#) | [guidelines](#) | [announcements](#)]