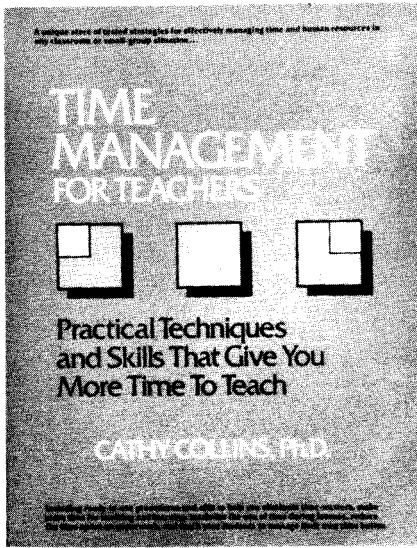


# BOOK REVIEWS



**TIME MANAGEMENT FOR TEACHERS**, Cathy Collins, West Nyack, N.Y.: Parker Publishing Co., Inc., 1987. Paper, 252 pages, \$19.95.

There is an old saying "It takes money to make money." A similar adage could apply to time management as well—it takes time to manage time. Teachers who read this book will need some extra time to obtain its full benefits, but the effort is worthwhile.

*Time Management for Teachers* contains 11 chapters packed with the latest in educational and time-management research and lots of helpful procedures and hints. The chapter titles are intriguing: "Spending Less Time on Paperwork," "Identifying and Eliminating Time Wasters," "Creative Problem Solving," and "Changing Burnout to Super Production," to name a few. However, I did not find it helpful to turn straight to the chapter in which I had the most interest, because many of the chapters refer to research or ideas mentioned earlier in the book.

Nearly every chapter has a worksheet or questionnaire that is very revealing—teachers will want their own copies of this book so they can underline and make notes in the margins. The worksheets require a considerable investment of time because they are so thought provoking. But teachers shouldn't put the book aside for in-depth study in the summer, since some of the items deal with the present state of their

classroom and their teaching practices. If they read the book they will want to try the "cures" right away.

One disadvantage of the book is its assumption that its readers are teachers in large public school systems whose day is broken up into periods, and who have access to a number of resources unavailable in multigrade or one-room settings. However, the main advantage of the book is that it is written for teachers, not for those in other fields, such as business, and therefore does not need to be "translated."

Overall, I found much that was useful and put some things into practice immediately. Using these suggestions must have worked—I found the time to write this review!—Jo Habada.

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**CONTROL THEORY IN THE CLASSROOM**, William Glasser, M.D., (New York: Harper and Row, 1986), Paper, 236 pages, \$5.95.

Classroom discipline is the Number 1 school problem reported by almost every survey of parents and teachers. If only students would behave and work, teaching and learning would be so much more enjoyable. Unfortunately, "if only" does not make it happen! Dr. William Glasser has spent a lifetime working with and for teachers. *Control Theory in the Classroom* is his attempt to put theory into practice.

Madeline Hunter, of the University of California at Los Angeles, says Dr. Glasser is successful in achieving this goal because he presents a "classroom model of team learning with emphasis on satisfaction and excitement." His proposal calls for small working teams of students who are learning that "knowledge contributes to power, friendship and fun." In short, the students achieve because they are taught the benefits of cooperation in contrast with competition.

At the heart of control theory is the notion that our behaviors are constant attempts to satisfy one of more of five basic needs that have been written into our

genetic structure. Dr. Glasser says, "None of what we do is caused by any situation or person outside of ourselves." He says believing we are pushed into behavior by outside forces grows out of "the incorrect s-r [stimulus-response] theory." The teacher's task is to help children learn how to choose these responses intelligently and responsibly.

The chapter entitled "The Teacher as a Modern Manager" offers challenges quite unlike any given in methods courses. Dr. Glasser says principals have long been considered the managers in schools, and teachers have been the workers. He believes that teachers are actually the managers and students are the workers. Most teachers have given little thought to what managers might do in a given circumstance, because they do not see themselves in this role.

Dr. Glasser points out that "modern managers spend a lot of time structuring and restructuring the workplace to make it more satisfying because they believe that satisfied workers are much more productive." Traditionally, teachers have used the s-r theory in punishing students who misbehaved. They have not given much thought to changing the way things happen in their classrooms so that their student workers will be happier and more productive.

Because teachers do not have a role model to follow in becoming educational managers, they may find this change involves much work. *Control Theory in the Classroom* devotes two chapters to assisting the beginning manager. Chapter 8 contains classroom examples of the Learning-Team Model that is at the heart of the plan. Dr. Glasser gives a wide variety of activities used by successful classroom managers who get their students to perform. The last chapter in the book gives tips on how to get started.

While the title of the book talks about *Control Theory*, its contents deal with practical applications. It would be worthwhile reading for every teacher who wants a better learning climate in the classroom.

—Clarence Dunbebin.

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*Dr. Clarence Dunbebin just completed his 20th year as Principal of Sligo Adventist School in Takoma Park, Maryland; and has taken new responsibilities as Associate Superintendent of Education for the Potomac Conference of SDA in Staunton, Virginia.*