

the qualifications of those who serve as teacher educators? What are the roles—or lack thereof—of professional organizations and unions in the education of colleagues? How should staff development be provided once a person becomes a teacher, and by whom? How is technology viewed in both the education of professionals and in its use in teaching settings? The reader finds mention of these issues and others in some chapters but not in others. The attempt by the editors to summarize with a comparative analysis is simply not that successful, due in part to missing data pieces from the chapters and to their own admission that caution must be made in cross-national comparisons.

Regardless of these limitations, this volume does serve the purpose of alerting us to historical and cultural foundations of teacher education in selected countries and, for this alone, is to be recommended.

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Cost-Effectiveness Analysis: Methods and Applications by Henry M. Levin and Patrick J. McEwan. 2d ed. Thousand Oaks, Calif.: Sage Publications, 2001. 308 pp. \$32.95 (paper). ISBN 0-7619-1934-1.

Anyone who has spent time in a Ministry of Education in the past couple of decades has come across Henry M. Levin's *Cost Effectiveness: A Primer* (Beverly Hills, Calif.: Sage, 1985). The distinctive blue cover is readily spotted on the desks and bookshelves of planners and policy analysts around the world. My own battered and dog-eared copy has traveled widely, and I have regularly assigned the book to American and international students. If one were to compile a list of the 10 most useful books published in education in the past couple of decades, Levin's book would surely be on it.

The volume under review is the second edition of Levin's little blue book. The new edition sports a different title, a coauthor, and a gray and white cover. The new cover is a distinct disappointment, but the second edition is bigger, sturdier, and far better produced than its predecessor. Typefaces are clearer, and each chapter includes a variety of figures, tables, and text boxes that amplify and illustrate key concepts and applications. Among the best features of the first edition were the exercises that followed each chapter. In the new edition the exercises have been completely revised and expanded and supplemented with an appendix in which the authors provide "feedback" to facilitate discussion. These changes make the book an even more valuable resource for teaching. It should be required reading in a variety of graduate courses, including courses in educational finance and policy analysis.

The new title reflects advances in the field brought about, in no small part, by Levin himself. Thanks to the influence of *Cost Effectiveness: A Primer*, cost analysis is employed far more widely in educational research than it was in 1983. Taking

advantage of new empirical studies, Levin and McEwan have replaced many of the hypothetical examples from the first edition with empirical examples in the current one. The two pages of references in the original edition have been replaced with a 21-page bibliography. To supplement the growing body of cost studies in education, Levin and McEwan draw heavily on the literature in health policy, where cost analysis is encountered even more frequently.

The technical treatment of how to identify and calculate costs that Levin and McEwan provide remains admirably straightforward, with a clear and sustained focus on the application of the techniques under review to real world problems. The analytical approach continues to rely on the “ingredients” approach to cost analysis, in which the analyst breaks down a project or policy problem into its component parts. To assess the cost of a preschool intervention, for example, the “list of ingredients” might include instructional staff time, administrative and support staff time, facilities and equipment, classroom supplies, assessment and screening of students, school district overhead (e.g., utilities and maintenance), and required client inputs (e.g., student transportation). The cost of each of these ingredients can be estimated separately; their sum provides a measure of the full cost of the program.

Cost analysis obviously turns on a clear understanding of what “cost” means. Levin and McEwan are at pains to explain why “cost” is not the same as “price,” and why the costs of an intervention cannot simply be derived from budgets. As they state, “The cost of a specific intervention [is] the value of all the resources that it utilizes had they been assigned to their most valuable alternative use” (p. 44). Analysis of what economists call “opportunity costs” requires the analyst to assign a cost to all project resources, even those that are provided “free” to the project sponsor. A reading program in my local school district, for example, relies heavily on volunteer tutors. The district pays nothing for the work that these volunteers do, but their work nevertheless has a substantial cost. On the one hand, the volunteers (or their employers) bear a cost because they are sacrificing paid, productive time to serve as tutors. On the other hand, the district would have to pay tutors to staff the reading program if volunteers were not available. The “cost” of volunteer time can be measured from either point of view, but it must be included in any evaluation of program effectiveness.

Despite Levin’s efforts, cost-effectiveness analysis is still weakly understood and only sporadically applied in educational research and policy analysis. As in 1983, education researchers continue to focus mainly and often exclusively on effect sizes, neglecting the fact that the cost of different interventions can vary dramatically. In the current debate over class size reduction, for example, few doubt that reducing the number of children assigned to each teacher has positive effects on student learning. Students learn more in smaller classes. The key policy question, though, is whether these learning gains justify the very high cost of reducing class size, which typically requires hiring more teachers and building new classrooms. The answer to this question is generally negative. Other interventions, including investments in technology, higher salaries for teachers, and peer tutoring, also produce gains in student learning, but at a substantially lower cost than class size reduction. These reforms are more cost-effective. They produce a bigger bang for the buck.

Cost-Effectiveness Analysis includes two tables that are worth the cost of the book.

The first is a simple work sheet that allocates costs among functions (personnel, facilities, etc.) and stakeholders (government, private organizations, clients). The second is a table of annualization factors that allows the analyst to estimate the annual cost of facilities and equipment with variable interest and depreciation rates. These are the essential tools of the trade. If Levin and McEwan receive fair royalties each time these tables were to be photocopied, they would retire as rich men.

I wish that the publisher had kept the blue cover, but in all other respects *Cost-Effectiveness Analysis: Methods and Applications* is a great improvement on the first edition. Listing all of its virtues would be superfluous. Levin and McEwan have produced an excellent resource for teaching, a valuable handbook for practitioners, and a solid guide to research. It should soon be as ubiquitous as—if less easily recognized than—its predecessor.

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Globalization and Education: Critical Perspectives edited by Nicholas C. Burbules and Carlos Alberto Torres. New York: Routledge, 2000. 376 pp. \$21.99 (paper). ISBN 0-415-92047-7.

We exist in an age of momentous paradox and mounting ambiguity. Theories of multiculturalism, postmodernism, and now globalism are, in part, efforts to make sense of these challenging yet exciting times. Much has been said and written about multiculturalism and postmodernism, with debates still raging over whether or not we truly have entered a new epoch in the history and culture of human kind. And now, we turn our eyes to globalization. From foundationalists to relativists, modernists to postmodernists, Fordists to post-Fordists, capitalists to Marxists, neoconservatives to neoliberals, everyone seeks to make sense of the emerging global qualities of contemporary life. This is the quest of Nicholas Burbules and Carlos Torres in *Globalization and Education: Critical Perspectives*.

Burbules and Torres bring an outstanding collection of critical essays to bear on the complexities of rapidly changing international relationships and their influence on education. By “critical,” we mean that “the authors refuse to accept as given the particular forms that globalization is taking, and ask skeptical questions about the winners and losers by this new set of rules” (p. 2). In embracing a critical perspective, the authors hope “to identify, characterize, and clarify some of the debates surrounding the phenomenon of globalization; and . . . try to understand some of the multiple and complex effects of globalization on educational policy and policy formation” (p. 19).

Two essential concerns ground the 14 essays compiled for the book: “To what extent is the educational endeavor affected by processes of globalization that are threatening the autonomy of national educational systems and the sovereignty of