

Such institutes should require that the participants and their school systems commit themselves, for at least three years, to trying the specialization idea. Such a commitment would mean participants would teach only mathematics and, perhaps, have some free time to help teachers of other grades improve their teaching of mathematics. The specialists probably could also act as leaders in setting goals and choosing textbooks and tests for mathematics.

An institute should continue over an extended period of time (two summers and an intervening inservice academic year, for example) so that teachers could work as specialists during their participation and so that institute faculty could visit their schools.

If the United States is to compete in the world marketplace and if our citizens are to contribute capably to the welfare of the world, our precollege schools must prepare many more people in mathematics far better than is

now the case. Preparing and employing elementary mathematics specialists is a cost-effective way for the federal government and local school systems to work with universities to improve both the quality and the quantity of precollege mathematics education. □

**Stephen S. Willoughby** is Professor, Department of Mathematics, University of Arizona, Tucson, AZ 85721.

## Reviews

### Practical Strategies for the Teaching of Thinking

Barry K. Beyer  
Newton, Mass.

Allyn and Bacon, Inc., 1987

—Reviewed by Robin B. Hobbs, Baltimore City Public Schools, Baltimore, Maryland.

Beyer presents a clear, precise road map for instructional practice. His book's premise is that the goal of teaching thinking is to help students become proficient, independent thinkers. Grounding his presentation in research and learning theory, Beyer makes a logical, sequential, and compelling case for explicit instruction in the skills and the operations of thinking.

The bulk of the book provides practical strategies for teachers who want to make the teaching of thinking a reality in their classrooms. With numerous examples, Beyer includes strategies for inductive, directive, and developmental instruction. He clarifies the major components of these instructional frameworks, including introduction, guided practice, and autonomous use of each. He also gives thorough consideration to follow-up practice lessons, teaching-for-transfer, and methods to help students control and direct their independent thinking.

Elementary and secondary teachers, curriculum writers, and administrators will find a wealth of useful guidelines with implications for curriculum writing. Beyer practices what he preaches; he makes the teaching of thinking explicit.

Available from Allyn and Bacon, Inc., 7 Wells Ave., Newton, MA 02159.

### Improving Classroom Practice Using Innovation Profiles

K. A. Leithwood and D. J. Montgomery  
Ontario, Canada

The Ontario Institute for Studies in Education, 1987

—Reviewed by Shirley M. Hord, Southwest Educational Development Laboratory, Austin, Texas.

"What is it (the innovation)?" and "What am I to do with it?" are questions we repeatedly ask when introduced to a change in school and classroom practices. Ever since Berman and McLaughlin in the Rand Change Agent Studies reported on "mutual adaptation," researchers and practitioners interested in planned change have given increased attention to the identification and articulation of the

characteristics, components, dimensions, features, and variables of innovations. Leithwood and Montgomery—like Hall, Loucks, Wang, and others—have developed an instrument for describing the innovation to users and for portraying teachers' use of it in classrooms.

The book, and its concepts and procedures, are carefully, thoughtfully, and very thoroughly developed. The rich detail and the time- and energy-demanding analyses required of the processes presented may be at once the book's greatest strength and most serious practice-related shortfall. Developing a profile, for example, in one of the book's case studies required 80 teacher days and 20 secretarial days, although development of a profile in another school case required only six to eight days from persons knowledgeable about the program. The authors report that employing a finished profile to interview a teacher about innovation use requires two hours.

The authors' elaboration of the process for generating an innovation profile may be valued most by curriculum and other program developers whose responsibility is, or should be, to communicate clearly what an innovation is and what the expectations are for its use. Certainly, the directions for

using the profile will be appreciated by principals, special assisting teachers, central office staff and others responsible for facilitating change.

Available from The Ontario Institute for Studies in Education, 252 Bloor St., West, Toronto, Ontario, Canada M5S 1V6, for \$14.50.

## Techniques in the Clinical Supervision of Teachers: Preservice and Inservice Applications, 2d ed.

Keith A. Acheson and  
Meredith Damien Gall  
White Plains, New York  
Longman Inc., 1987

—Reviewed by Barbara Nelson Pavan,  
Temple University, Philadelphia.

The book's title accurately describes the authors' intent. They concentrate not on theory and research, but rather on "nuts and bolts" aspects that will help practitioners implement clinical supervision in their schools.

The steps of the supervision cycle are collapsed into three phases: planning conference, classroom observation, and feedback conference. The authors detail a variety of approaches from which readers can select appropriate observational or conferencing techniques for specific situations. The references provided will enable readers to delve further into particular procedures or to find additional ones.

The first edition, published in 1980, was named the most frequently used supervision textbook by members of the Council of Professors of Instructional Supervision. I have found that my students are unwilling to sell this book even when the course is completed. The changes in the second edition are minimal; the authors altered 2 of the 32 techniques, eliminated the case study, added a new chapter on teacher evaluation, and revised the final chapter to focus more on the role of the principal as supervisor. I wish they had revised the chapter on effective teaching to include material published since 1978. Nevertheless, this remains the best supervision book for training supervisors.

Available from Longman, Inc., 95 Church St., White Plains, NY 10601, for \$14.95

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## Elements of a Post-Liberal Theory of Education

C. A. Bowers  
New York

Teachers College Press, 1987

—Reviewed by William Schubert, University of Illinois, Chicago.

True to insightful perspectives he has developed over the years (e.g., in *Cultural Literacy for Freedom, The Promise of Theory*), C. A. Bowers again provides incisive critique and astute suggestions for the theory-practice problem in education. Focusing this time on the need to revise liberal theory for post-modern educational circumstances, he critiques four archetypal strands of liberal discourse emanating from John Dewey, B. F. Skinner, Carl Rogers, and Paulo Freire.

Intent on more than criticism, Bowers characterizes dimensions of post-liberal theory that he contends are needed to overcome inadequacies and

to build upon the best of these traditions. In doing so, he discusses the need to "de-center" individualism, presents four conservative responses, sketches the promise of reconceptualized liberal thought (especially Dewey's and Freire's), and calls for the educative need to restore community. He concludes with a provocative discussion of implications of bioregionalism for radical educational theory. Recommended for those committed to the reform of curriculum and pedagogy.

Available from Teachers College Press, Columbia University, 1234 Amsterdam Ave., New York, NY 10027, for \$27.95 cloth, \$16.95 paper.

## Summer Children: Ready or Not For School

James K. Upboff, June E. Gilmore,  
and Rosemarie Huber  
Middletown, Ohio:  
J&J Publishing Co., 1986

—Reviewed by Christine Roberts, University of Connecticut, Storrs.

Principals and early childhood supervisors, here is yet another book to lend to those parents who insist that their "summer children," those born between 1 June and 30 September, are ready for kindergarten—even when their interview and test data suggest otherwise. In a personal, informal writing style, the authors report evidence from both statistical and case study research to document their assertion that "every child under the age of five years, six months should wait a year before beginning kindergarten." Summer children, the authors explain, are often bright; however, being bright and being ready for school are two different things. To be ready for school, the authors believe, a child needs a reasonable attention span and interest in school, a modicum of social/emotional skills (ability to share and take turns, a fairly stable family, positive self-esteem, and self-control), and an adequate physical condition.

Written, edited, and illustrated by four veteran educators, this little book is convincing and well defended with a brief, helpful question-and-answer section, an appendix, and a bibliography.

Available from J&J Publishing Co., P.O. Box 8549, Middletown, OH 45042.

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