

Reviews

Continuing to Learn: A Guidebook for Teacher Development

Susan Loucks-Horsley
Andover, Mass.

The Regional Laboratory for Educational Improvement of the Northeast and Islands, 1987

—Reviewed by Lorin Anderson, University of South Carolina, Columbia

This book is a must for those who believe that teachers hold the key to educational improvement. The majority of the book is devoted to alternative approaches to teacher development, including teacher as researcher, clinical supervision, mentoring, networks, and individually guided professional development. The introductory chapters emphasize the essential features of, and steps involved in designing and implementing, effective teacher development programs. The final chapter includes suggestions for evaluating these programs.

Available from the Regional Laboratory for Educational Improvement of the Northeast and Islands, 290 Main St., Andover, MA 01810.

An Apple for My Teacher

Edited by Louis D. Rubin, Jr.
Chapel Hill, N.C.:
Algonquin Books, 1987

—Reviewed by Patricia M. Dombart, Butler, Pennsylvania

As the title suggests, this book celebrates teachers. The celebration takes the form of remembrances by 12 accomplished contemporary writers about a "teacher who made the difference." What makes the difference in this book is that the writers transcend their prompt. No cloying Mr. Chips/Miss Dove stuff in this volume, but a collection of vivid first-rate literature.

Pick up this book when you need to escape from the mundane and the worrisome. Let the authors take you back to their "glorious days of yesterday," to such settings as the playing fields of a Southern military academy during World War II, to the corridors of the City College of New York during the 1930s, or to my personal favorite, a Chicago high school in the 1950s with a cast of teachers worthy of Kafka. Tucked in among the recollections are occasional gems of perception, like

George Garrett's analogy drawing a clear connection between conditioning for football and writing a poem, and John Barth's beautiful description of teaching as a "curious profession."

In remembering their moments with influential teachers, these writers have been inspired to create recollections of great power. The reason educators should read this book? It is a reminder of what occurs in the best teaching/learning moments—the student is inspired.

Available from Algonquin Books of Chapel Hill, P.O. Box 2225, Chapel Hill, NC 27515-2225.

Piaget Today

Edited by Barbel Inhelder and others
Hillsdale, N.J.:

Lawrence Erlbaum Associates, Inc., 1987

—Reviewed by Barbara Presseisen, Research for Better Schools, Philadelphia

The interdisciplinary nature of Piaget's work and the continuing influence of his theory, even on new scientific disciplines like artificial intelligence, are highlighted by this collection of papers. Edited by Barbel Inhelder, Piaget's chief collaborator, and two researchers at the University of Geneva, the book includes the views of Harry Beilin, Jean-Blaize Grize, Seymour Papert, John Broughton, Susan Carey, Sybille Escalona, and Hans Aebli, among others.

The thrust of the volume is a review of Piaget's work in the context of 20th century science and philosophy and a consideration of the present as well as the future of the theory of Switzerland's most famous epistemologist. Topics discussed include various aspects of logic, reasoning and development, significant change in infancy and childhood, strategic memory, spatial reasoning, and consciousness.

With the increased interest in early childhood that accompanies a baby boom generation, Piaget rediscovered is a natural happening and a valuable source of information for discussion.

Available from Lawrence Erlbaum Associates, Inc., Hillsdale, NJ 07642, for \$29.95.

Student Achievement Through Staff Development

Bruce Joyce and Beverly Showers
White Plains, New York:
Longman, Inc., 1987

—Reviewed by Barbara Nelson Pavan, Temple University, Philadelphia

Joyce and Showers suggest a drastic revision of staff development practices, more collaborative school governance, and adoption of the philosophy of a learning community. They recommend that administrators and teaching staffs of each school form learning groups to study the teaching/learning process. The subsequent improvement of the educational program will lead to increased student achievement. The authors also suggest that both schools and districts should involve teachers in a more collaborative governance system.

In addition, Joyce and Showers describe their staff development training model, other teaching models and practices, and research on all of the above. References and brief synopses of models and research studies tumble off nearly every page. They devote an entire chapter to on-the-job coaching but merely sketch out the model's other four components: theory, demonstration or modeling, practice, and feedback.

Much of this book was presented in the October and November 1987 issues of *Educational Leadership*, and articles on the staff development model were published in the February 1980, October 1982, and February 1987 issues. ASCD also published the authors' monograph in 1983, and it is now being revised.

Student Achievement Through Staff Development bears a powerful message for those who are serious about the improvement of instructional delivery systems. Less-informed readers may be somewhat overwhelmed by the quantity of information presented in 190 pages and by the authors' assumption that they possess more knowledge than they may, but the book is well worth the effort. It should be required reading for all staff developers.

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

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