



The Empowerment of Teachers

Gene I. Maeroff
New York

Teachers College Press, 1988

—Reviewed by Patricia M. Dombart, Butler Senior High School, Butler, Pennsylvania.

Maeroff documents the course of the CHART program, which sought to improve teaching in the arts and humanities and to empower teachers. The author describes how the program brought together public school educators and corporate and university personnel. He uses three guiding principles, "status, knowledge, and access to power," in evaluating the extent of teachers' empowerment. Maeroff's intensity gives life to a wealth of data.

This work offers anecdotes—for example, the story of the teacher forced to conduct class in a restroom and the effects of giving teachers business cards—but also acknowledges the many complicated factors of school life. Presented clearly are the pitfalls—including bureaucratic paralysis, the insecurities of superintendents and principals, the impact of school boards, and the still hazy role of the unions—that complicate the path to reform.

The goals of the CHART project were reached, and the book concludes with descriptions of nine projects that demonstrably improved both the teaching of the humanities and the lives of teachers.

This book bears such strong testimony to the power of classroom teachers that it ultimately raises a disturbing question. If teachers can wield influence, earn respect, and act professionally, then why are they content to wait for "empowerment" to be bestowed upon them?

Available from the Teachers College Press, Columbia University, New York, NY 10027, for \$11.95.

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.

Teacher Evaluation: Improvement, Accountability, and Effective Learning

Milbrey Wallin McLaughlin and
R. Scott Pfeifer
New York

Teachers College Press, 1988

—Reviewed by Jerrold Hopfgardner, University of Dayton, Ohio.

The following four statements reflect the essence of this fresh consideration of teacher assessment:

- "Teacher evaluation is primarily an *organizational* problem, not a *technical* problem" (p. 79).
- "Undertaking significant teacher evaluation means undertaking significant organizational change" (p. 15).
- "Enabling teacher evaluation begins with the process of unfreezing, of re-examining the understandings, be-

liefs, and practices fundamental to the institution" (p. 30).

• "Teacher evaluation conducted in an institutional context of mutual trust and support for evaluation thus initiates a cycle of reflection and self-evaluation at both the individual and institutional level" (p. 87).

Case studies including teaching episodes and testimonials form the basis for analyzing teacher assessment programs in four school districts. The case studies illustrate well-articulated principles.

This book is a must for superintendents and other central office administrators who are responsible for orchestrating districtwide teacher evaluation policy reform.

Available from Teachers College Press, Columbia University, 1234 Amsterdam Ave., New York, NY 10027, for \$25.95 cloth and \$13.95 paper.

Teacher, the Children Are Here

Dianne Appleman and Jobanna McClear
Glenview, Ill.
Scott, Foresman and Company, 1988

—Reviewed by Patricia M. Dombart, Butler Senior High School, Butler, Pennsylvania.

This valuable essay provides both a basic understanding of a typical mixed group of K-6er's and suggestions for dealing with them. The volume is a beautiful blending of theory and practice. For example, an unpretentious but powerful section on the differences between boys and girls combines psychological theory with examples from the authors' own experience.

Teacher, the Children Are Here should be considered a must for beginning teachers, a shot of adrenalin for experienced practitioners, and, because of the vigor of the material, a vehicle for administrators and theorists to experience (or re-experience) the immediacy and energy of the classroom.

Available from Scott, Foresman and Company, 1900 E. Lake Ave., Glenview, IL 60025, for \$9.95.

Remembering and Forgetting: Inquiries into the Nature of Memory

Edmund Blair Bolles
New York

Walker and Company, 1988

—Reviewed by Daisy E. Arredondo, Educational Consultant, Bellevue, Washington.

"Memory is an act of imagination." So asserts Edmund Blair Bolles, based on his excellent synthesis of recent research in cognitive psychology and neuroscience. Bolles presents evidence that "remembering is a creative, constructive process" rather than simple retrieval of data from some storage area within the brain. Bolles also describes the interactions between emotional, factual, and interpretative memory and explains the roles that experience, attention, and chunked associations play in human memory.

Bolles effectively scuttles some of the long held beliefs and biases about memory and imagination; for example, the notion of a "memory file," distinctions between "real thought" and "just memory," and the idea that memory is a mechanism for retaining knowledge of the past.

Educators will recognize some of the research in Bolles' synthesis, but they may be unfamiliar with the impact of experience on memory or the way generalizations are formed from interactions between interpretative and factual memory. And most will be surprised by the strength of the subjective organization individuals impose on all memory, a point well illustrated by Bolles' comparison of John Dean's Watergate testimony with the Nixon White House tapes.

Throughout the book, Bolles draws useful conclusions with obvious classroom implications. One example is his discussion of the efficiency of recall of four different learning strategies: rote repetition (worst), sentence repeating, sentence construction, and imagery (best). Educators who would like to know more about why students remember and why they forget will find *Remembering and Forgetting* both useful and enjoyable.

Available from Walker and Company, 720 Fifth Ave., New York, NY 10019, for \$22.95.

Curriculum: Product or Praxis

Shirley Grundy
New York

Falmer Press, 1988

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

Shirley Grundy offers an alternative to the objectives-based model of curriculum development by drawing on the philosophy of Jurgen Habermas in Germany and the action research of Lawrence Stenhouse in England. The author envisions curriculum development and self-supervision that are of and by teachers.

Grundy holds that curriculum is not a product but a form of praxis. Instead of one-way progress from ideas to dispositions to actions and outcomes, Grundy posits a dynamic interaction among these four dimensions of curriculum development. This interaction makes curriculum research and development part of teachers' daily work and reflection. Consequently, teachers are not mere conduits of implementation but students of their own lives and contributions.

Curriculum leaders, supervisors, and teachers should reflect seriously on the ideas in this book.

Available from Taylor and Francis, 242 Cherry St., Philadelphia, PA 19106-1906, for \$21.00.

The Right May Be Wrong

Francis X. Russo
Dubuque, Iowa

Kendall/Hunt Publishing Company, 1988

—Reviewed by Bill Morrison, Central Connecticut State University, New Britain, Connecticut.

If, as stated in the introduction, the purpose of this book is to assist readers in making decisions that require analytical thinking, then the author has succeeded.

Through a series of well-developed case studies that deal with such issues as sexual orientation, accountability, disci-

pline, and cultural pluralism, the author encourages the reader to develop a decision-making "ear" through actual practice in problem solving.

Thoroughly organized, with worksheets and study guides, this book would be valuable as a supplementary text in introductory undergraduate courses or in graduate courses on contemporary issues in education.

Available from Kendall/Hunt Publishing Company, 2460 Kerper Blvd., P.O. Box 539, Dubuque, IA 52004-0539, for \$13.95.

Strategies for Teachers: Teaching Content and Thinking Skills

Paul D. Eggen and Donald P. Kauchak
Englewood Cliffs, N.J.
Prentice Hall, 1987

—Reviewed by Jim Bellanca, Illinois Renewal Institute Inc., Palatine, Illinois

If I were preparing to teach an undergraduate methods course, *Strategies for Teachers* would be the text I'd use. From the first chapter, which relates information-processing models of instruction to the active learning research and the recent emphasis on thinking skills, to the concluding chapter, which details how to use their Interactive Model in a variety of content areas, the authors provide a substantive, clear, and thorough map for teaching thinking skills and content.

On second thought, I'd use it as a base text for any staff development program that aimed to give experienced teachers practical tools and precise information for helping all students become learners who think. And if not that, I'd make it a well-thumbed reference for my own teaching.

In the preface, the authors explain how they desired to make this second edition "one of the most up to date and conceptually sound teaching methods texts available today." Although there are some minor gaps, my sense is they have succeeded. This book was too long in coming. Don't pass it by.

Available from Prentice Hall, Prentice Hall Building, Englewood Cliffs, NJ 07632.

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