

Bradley, Judy, Chesson, Rosemary, and Silverleaf, Jane, *Inside Staff Development*. Windsor, Berks, England: The NFER-Nelson Publishing Company Ltd., 1983. 219 pp. \$15.30 peper.

Though staff development for educators is not a new concept, quality print material regarding the potential spectrum of such activity along with techniques for implementation has never been in abundance. Hence a volume with the title *Inside Staff Development* will easily draw the attention of any individual concerned with this area. Unfortunately most such readers will be very disappointed in what they find in this book.

Based on a funded research project, interestingly a point acknowledged only on its back cover, this book is a report on a qualitative study of nineteen further education colleges spread throughout England and Wales. Using such techniques as open ended questionnaires, interviews and group discussions with personnel in the selected colleges along with content analysis of appropriate documents the authors expressed the intent to identify the current and anticipated need of instructional staff, to assess the success of existing staff development approaches in meeting those needs and to describe those strategies deemed, in the minds of the authors, to be successful. A worthwhile project to be sure and of potential interest to educators at all levels if done well. This study, however, suffers from a number of substantive problems.

To begin with, presentation of qualitative information in a cogent and comprehensive manner is never a simple task. Whether or not these authors have achieved this end is at least open to serious question because the reader is never exposed to the questions asked. Second, the return rate on questionnaires utilized as a portion of the data base was extremely low, being fifty two percent and twenty nine percent respectively for department heads and teachers. Third, it is seldom apparent in the reporting of a situation from what data base or bases the information came.

The book consists of thirteen chapters, eleven of which address responses to general question areas. The remaining two chapters contain the Introduction, including the design of the study, and Discussion and Recommendation sections. Each of the general question chapters has a common format with a very superficial presentation of responses obtained followed by an overview and conclusions section. The general questions regarded such matters as staff development policies, needs assessment, induction, post-experience training and administration and management. Forty-five recommendations appear in the final chapter but they hardly required a study to formulate them as most of them would be apparent to a staff developer through the application of simple common sense.

A final comment concerning style deserves inclusion. Though they are only annoyances, two problems are apparent throughout the book. First, three authors are noted and each clearly contributed as there are distinct differences in writing style from chapter to chapter. Second, acronyms are used liberally throughout and often they are not first defined in either the text or through a footnote. Though in most cases definitions may be found in the book's appendix this is left for the reader to discover on his own and in a few cases the matter is left exclusively to the fertility of the reader's imagination.

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McLeod, Keith A. *Multicultural Early Childhood Education*, Toronto: Univerity of Toronto, 1984, 155 pp.

One of the most important concerns in teacher education today is the preparation of teachers to meet the challenges of a culturally diverse society. Classroom teachers must consider the needs of each child in order to assist in the achievement of the child's optimal growth and development. While recognizing the needs of children, the teacher must be sensitive to the cultural heritage and unique experiences of children.

The problem of teaching in a culturally diverse classroom is two-fold (1) How can a teacher become sensitive to the cultural subtleties in a classroom of many young children, and (2) once the nature of the

cultural diversity is reasonably understood, how can a teacher provide a meaningful array of experiences which will relate to the appreciation of cultural diversity? It is hoped through the resolution of the problems above, that children will achieve a better understanding and appreciation for oneself as well as for others who are different.

It is my feeling that the purposes of the book, *Multicultural Early Childhood Education*, edited by Keith McLeod, attempts to raise the consciousness of teachers about the importance of understanding cultural diversity and second, suggesting learning activities which may lead to a better understanding and appreciation for divergent cultures.

This book, separated into six chapters by various contributing authors, provides a series of viewpoints about the problems and issues relating to the education of adults who are responsible to young children and cultural diversity. The largest portion of this book is committed to the suggested teaching units and learning activities. These units suggest a framework upon which teachers can adapt or modify activities according to their unique context of the learning environments.

Keith McLeod, the editor, begins the book by suggesting five important basic principles which are needed in order for young children to become socialized in a multicultural society. The basic principles listed are: (1) the equality of status of the ethno-cultural groups in Canada, (2) sharing cultures, (3) choice, (4) respect for human rights and civil rights, and (5) Canadian citizenship and identity. Underlying all of these principles is the idea that the children must transcend their own cultural boundaries and learn to understand and appreciate the cultures of others.

A more in-depth discussion is required of the first basic principle. In defining the equality of status of the ethno-cultural groups, the concept of minorities is recognized for all groups while there are no recognized majority ethno-cultural groups in Canada. In order to directly address this basic principle, the author suggests planning an environment which would promote a positive attitudinal change towards ones own acceptance as well as that of others who may be different. The definition of the equality of status should have received a more complete discussion on the concept of "equality" as it implicates different ethnic groups, identifiable and non-identifiable groups, especially when the discussions involve parents and educators. It does not appear to be enough just to talk about recognizing everyone as "minorities". For sensitizing adults, the realities of the problems of ethnic groups for achieving "equality" of status need to be discussed here in detail.

Keith McLeod's discussion about understanding and appreciating differences is basic for very young children to learn. Today, there are pressures on children to conform or "to be like others". Creativity and being unique suggests one can be different and at the same time, acceptable. Teaching about similarities and differences, differences in the context of choice and dealing with differences in the real world can assist very young children in building a foundation for appreciating diversity in others.

Karen Mock's chapter on "A Developmental Rationale" discusses advantages of learning concepts, such as diversity, through direct experiences and the manipulation of concrete materials. The key theory to the "learning by doing" process is the authors orientation towards Piaget's cognitively-based developmental approach.

In her chapter emphasizing early learning and early teaching, Karen Mock suggests that teachers rarely stop to reflect on how culturally biased are our expectations in the classroom behaviours of very young children. She continues by stating that most planned activities are shaped according to the teacher's cultural perspectives. This view of the classroom, controlled by the "majority culture" as represented in the curriculum, raises some concerns about the section in this book on "Multicultural Learning Activities" and the suggested units.

Karen Mock also utilizes Maslow's hierarchy of human needs. She applies the hierarchy of needs directly to the needs of young children, e.g. a hungry, tired, or fearful child is less able to be accepted by the group and will learn less effectively. This sensitive view of the developing young child takes into consideration the child's physical and emotional needs.

We might also look at Maslow's hierarchy of needs as a curriculum source for teaching the understanding of why cultures over the world are so different. The hierarchy of needs is universal to the human race. If everyone needs food, for example, children can explore how people from different cultures meet this need in different ways. Young children can understand this need from first-hand experience, if their ethnic groups enjoy different kinds of foods.

The chapter on "Multicultural Learning Activities" by Sally White, Bonnie Bythell, Eileen Elmy, and Barbara Price suggests three basic teaching units: (1) me, (2) me and my family, and (3) me, my school, and my community. The educational plan is to begin with the child and the significance of self. As the child grows in his/her understanding of self, the next most important group of people are added, the family. Finally, the school and community are explored. Each of the activities within the units include objectives, materials, outcomes and evaluation.

The authors of these activities assert that these are open-ended activities, yet, I am reminded of Karen Mock's earlier statement about the content of curriculum materials. She stated that "most early childhood materials presuppose a common body of preschool cultural experiences". The three basic units as described in this chapter strike me the same way and therefore, I feel there exists an unobtrusive "prescribed" quality about the activities. In other words, there may appear to be an inconsistency here.

The real problem to the curriculum units such as the ones described above relate to how most teachers might apply these units in the classroom. The teachers may use the activities at face value without relating the cultural meanings as intended in some of the objectives. Traditionally, school curriculum guides with activity ideas have had these problems. Perhaps, we may need to explore some new concepts as they relate directly to: (1) cultures, (2) children's needs, and (3) teacher's consciousness about cultures as a beginning point for curriculum development.

Like the hierarchy of needs, children's literature is universal in appeal and this is particularly true of folk tales. David W. Booth and Robert W. Barton communicate, in their own way through literature, how cultural diversity can be appreciated and understood through the medium of folk tales, ways of analyzing tales, modern folk tales, their relationship to multiculturalism, reading and telling stories, picture books and finally the approach to choosing folk tales. The chapter, in its own way, tells about cultural diversity in a most natural and human way. If a teacher could genuinely share a folk tale each day and allow the children to express their feelings, understandings and appreciations about the self and others, multicultural understanding will take place in a most unaffected way. The spirit of this natural way is expressed appropriately in a quote from Gail Haley's book: "A story, a story, let it come, let it go".

Understanding parenting in a culturally diverse society must be a requirement for teachers of young children. As Keith Lowe states in his Chapter, "Parenting and Teaching Young Children for a Multicultural Society", cross-cultural conflict can occur between parents and teachers, e.g. values of differences about child's development of independence and autonomy.

Another point made by the author relates to teachers who know about many cultures superficially but none in depth. This may lead to reinforcing stereotypic views of ethnic groups.

Although Keith Lowe suggests many practical ideas and understandings to promote improved communication between parents and teachers, I had problems with the author's casual use of many concepts without clearly defining them, e.g. pure Canadian, Anglos, WASP cultures, mass cultures, assimilationist society, multi-cultural society, ethnic culture and the like. In his presentation of the position statement, he assumes that the readers (teachers) would mutually agree with the understanding of these concepts. Perhaps, there was too much to discuss in too little space.

The final chapter by Hannah Polowy brings an effective closure to the issues of multiculturalism in Early Childhood Education. In her discussion she looks into the eighties, child's family, child's teacher and the role of the teacher for bringing about an improved understanding and appreciation in a culturally diverse society.

In conclusion, the book presents some worthwhile discussions and understandings about the multiculturalism in the early years. It addresses the important dimensions of teacher education and how teachers need to be sensitized to the many cultures represented in the early years. The book also provides teachers with activities which could be adapted and modified for use in the classroom. The book however has basic weaknesses: First, it needs to define its terms and concepts clearly at the beginning. Multiculturalism and Early Childhood Education, two concepts in the title of the book, for example, were not clearly defined. In this book, cultural pluralism and multiculturalism appeared to have the same meanings (see page 3). Yet, other educators see these concepts as quite different. In an area such as multiculturalism, we need mutual understanding on major concepts. The second problem is an apparent dissonance between the major part of the book, "Multicultural Learning Activities" and the other chapters of the book. However, books for multiculturalism are needed and this definitely is a step in the right direction for the field of Early Childhood Education in Canada.

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Simpson, Douglas J. and Michael J.B. Jackson, *The Teacher as Philosopher*, Toronto: Methuen Publications, 1984, \$14.95, 220 pp.

*The Teacher as Philosopher* is the second introductory text in the philosophy of education to emerge from the Canadian press in the 1980's. Unlike its predecessor *Philosophy of Education: Canadian Perspectives* edited by Donald Cochrane and Michael Schiralli (a collection of essays by Canadians, organized for the purpose of engaging prospective teachers in philosophical discussion of particular educational problems), this work, subtitled *A Primer in Philosophy of Education*, is designed to initiate teachers (prospective and practicing) into "the ABC's of philosophizing about educational matters" through a formal introduction to the analytic, normative and synoptic approaches. The overall purpose of Canadian philosopher Michael Jackson and his American collaborator Douglas Simpson is "to develop philosophically-minded educators." The realization of this ambitious goal, according to the authors, involves (1) cultivating the teacher's understanding of educational philosophy and its place in the day-to-day activities of educators, and (2) engaging teachers in the activity of philosophizing. This the authors attempt to do by means of an impressive number of "arguments, questions, problems, illustrations and situations that demonstrate the necessity of philosophizing about educational matters throughout life."

Beginning from the underlying premise that "the unexamined life is not worth living," the authors argue that the habit of philosophizing is a *sine qua non* for teachers who are called to a life-long career in the field of education. Chapter One sets the stage for the argument by carefully delineating the distinct though inter-related roles of the teacher and the philosopher. Chapters Two, Three and Four respectively describe the teacher as analytic, normative and synoptic philosopher. A final chapter addresses specific instances in which classroom teachers, school counselors, educational administrators and, by implication, all educators are called upon to philosophize from all three perspectives in a variety of settings. Having established the reality that educators must philosophize regardless of their speciality, the authors conclude that the extent to which they do so "consciously, cogently and in an informed manner" will determine the degree of satisfaction and self-fulfilment experienced in their daily lives.

Of the three chapters purported to introduce the tyro to the various aspects of philosophizing, Chapter Two is probably the most useful. In this chapter entitled "The Teacher as Analytic Philosopher," the authors proceed to demonstrate the analytic approach to philosophy of education as it was developed by the so-called "London School" under the tutelage of R.S. Peters. By means of logical reasoning they attempt to make sense of such basic, albeit controversial, concepts as "education," "teaching," "learning," "training," "indoctrination," "schooling" and, in the process, underscore the three major tasks of the analytic philosopher: The clarification of terms, phrases and theories which are significant in educational theory; the justification of arguments produced in an educational context; and, the elucidation of the educational implications the analysis