

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