



Boreen, Jean, et al. (2000). *Mentoring Beginning Teachers: Guiding, Reflecting, Coaching*. York, Maine: [Stenhouse](#).

Mentoring relationships can be rewarding for both mentor and mentee. This short book (130 p.) offers practical advice for experienced K-12 teachers who are interested in serving as mentors to new teachers and student teachers. Mentoring, the authors point out, can help in retaining new teachers during their challenging early years in the profession. The tips for mentors are specific and useful. For example, the authors recommend that teachers avoid evaluating their mentees. The authors also suggest ways to help new teachers learn from experience and cope with classroom conflicts. The book is easy to read and contains many examples, but the authors do not always offer ideas on how to resolve the dilemmas they describe. The book includes sample questions for interviewing student teachers and an up-to-date and well-organized resources list.

Pages: 130 Price: \$17.50 ISBN: 1571103090

Reviewed by Kimberly Swanson, University of Michigan

Canton, Marsha E., and James, David P. (1999). *Mentoring in Higher Education: Best Practices*. Pacifica, CA: [Canton Associates](#).

This is a nifty, practical book. It draws quite literally from the workshop experiences of its authors to provide a resource for mentoring program start-up and continuing support. The workshop comes to the reader in this book, even to the point of color reproductions of PowerPoint slides. Practicality is the emphasis here. An alternative title might be "The Book of Lists for Mentoring." Although there are brief expositions of the reasoning behind specific suggestions the book serves mainly as a shopping list of things to do, issues to resolve, goals to clarify. This is not an indictment, the authors are so thorough and so knowledgeable about their subject that, having seen the book, it's hard to imagine setting up a mentoring program without it. In addition to the lists, there are sample forms, job descriptions, evaluations, etc. The one criticism I would raise; a fairly high cost per page ratio.

Pages: 76 Price: \$39.95 ISBN: n/a

Reviewed by Kate Corby, Michigan State University

Frank, Carolyn. (1999). *Ethnographic Eyes: A Teacher's Guide to Classroom Observation*. Portsmouth, NH: [Heinemann](#).

Ethnography derives its meaning from the Greek "ethnos" nation or people and

"graphy" writing. Literally, ethnography is writing about people. Ethnographic research focuses on a specific culture or community and employs observational strategies to capture behavioral data in a descriptive manner. This methodology used by anthropologists like Bronislaw Malinowski and Margaret Mead has generated rich research findings based on observation and participation in a natural setting. Ethnographic research, valuable to many social sciences and related fields, is particularly helpful to those interested in advancing our knowledge and understanding of what occurs in educational settings. Based on her experiences with student teachers, Carolyn Frank has produced a guide for educators interested in using ethnographic research methods to gain insight and perspectives about classroom practices and patterns that create the environment experienced by students and teachers. *Ethnographic Eyes* outlines the processes, procedures, and activities to help teachers "...become more aware of what they are doing and what lenses they are using to "see" life in classrooms". Chapters detail critical components of ethnographic research including interview techniques, case studies, and methods for observing, analyzing, and recording observational data. Illustrations, charts, activities, and recommended readings further enhance the information provided. Taken collectively, this book provides the skills necessary for educators to effectively conduct ethnographic research in classrooms and other educational settings. This well-written book is highly recommended for teachers and others engaged in teacher education and preparation.

Pages: **111** Price: **\$15.50** ISBN: **0-325-00201-0**

Reviewed by Francine M. DeFranco, University of Connecticut

Harris, Alma. (1999) *Teaching and Learning in the Effective School*. Aldershot, England: [Ashgate](#).

At 116 pages this book is more an extended literature review than a treatise. Harris notes that the concept of "effective schools" has been largely a top-down and whole-school exploration. She hopes to tie the effective classroom into the picture by discussing both research threads and exploring relationships. Harris first discusses the effective schools research, then moves on to teachers and classrooms. In a concluding chapter she draws parallels between exemplary school and classroom leaders, pointing out that both call for a similar type of leadership: someone who is able to motivate, enthuse, support, and challenge; someone who creates a learning climate and encourages collaborative behavior and continuing plans for learning.²⁰

In keeping with the literature review nature of the work, Harris's exposition about each concept is fairly brief. Readers unfamiliar with the body of research upon which she is drawing will want to use the extensive list of references for further reading. Although emphasizing the British experience, Harris is familiar with American and Australian research as well. She presents a very useful book for scholars in any locale.

Pages: **116** Price: **\$59.95** ISBN: **1-85742-412-3**

Reviewed by Kate Corby, Michigan State University

Pennac, Daniel. (1999). *Better Than Life*. Markham, ON: [Pembroke Publishers](#). Published in the United States by [Stenhouse](#).

Daniel Pennac describes the joy of reading in a hazy wash of summer-like nostalgia. The love of words and ideas are part of the enjoyment. The secret pleasures of reading - when we should be doing something else, or reading something else, are shared as with a co-conspiratorial reader, adolescent and parent. This personal approach to reading brings about the passion for reading, where one is transported to a place that is "better than life."

His essay conveys a child's enthusiasm for reading and listening to stories, then moves on to the jarring realization that when reading is required, used to convey pedagogical ideas, the desire is squashed. Once reading becomes an obligation, "School cannot be a place of pleasure=85 Function is everything. Life is elsewhere." He urges that the heart of reading is to read for pleasure, out loud, and to be free to choose whatever one wishes.

His "Reader's Bill of Rights," ten in number, range from "The right not to read," to "The right not to defend your tastes." If one values reading, young people should be granted these same rights that adults have in choosing and timing their reading. Pennac's witty descriptions of how the love of reading is instilled, lost, and found again provide the heart of the Bill of Rights.

Assigning this book for required reading would go against the purpose for which it was written. It is an easy book to read, and provides inspiration for all who love reading, and get discouraged by those around them who have lost the enthusiasm, or never acquired it. The insights and anecdotal descriptions make this book an enjoyable ramble for a lazy afternoon.

Pages: **208** Price: **\$15.00** ISBN: **1-57110-317-1**

Reviewed by Helga B. Visscher, University of Alabama



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