

# Significant Books

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**Supervision as Leadership.** *Jane Franseth.* Evanston, Illinois: Row, Peterson and Company, 1961. 376 p.

Jane Franseth, of the U. S. Office of Education, has brought together a wealth of information in the form of supervisory principles and techniques in the preparation of this book. Definitive answers to questions in the field of supervision are not given; however, the foundations for guiding principles and practices are firmly established with supporting evidence from research and descriptive illustrations from the field.

The author has intended the book for prospective school supervisors and practicing instructional leaders. Unlike some of the available texts in education, this is not a "how-to-do-it" or "recipe" book. The reader is encouraged to carefully weigh the responsibilities, principles and practices of supervision presented in the examination of supervisory processes. In this manner an understanding of the principles of effective leadership is developed by the author's presentation which invites the reader to participate actively in the thinking through of problem situations.

A framework for the study of supervision is set in the first chapter with an examination of goals, factors affecting society and education, and major contemporary problems in education. Four guiding principles of supervision are surveyed in chapter two, and qualities of

successful educational leaders are examined in chapter four. A discussion of learning processes and behavior is presented in the remaining chapter of Part One. Each chapter is well documented with research organized and presented in a lucid and stimulating style.

Application of the guiding principles of supervision and concepts of leadership to the functions of improving instruction is discussed in Parts Two and Three. School organizational patterns and ways of working in supervision are included in chapter five, with special attention given to the supervisory functions of helping schools appraise progress and working with lay citizens. Examples of supervisory leadership in the classroom, at conferences and in group work are also cited. Responsibilities of selected supervisory officers—directors of instruction, general and special supervisors, and principals—are illustrated with well-chosen examples in the subsequent chapters of Part Two. The reports from the field included in Part Three should produce thoughtful discussions and learning experiences. Each case study is organized to provide the individual reader or class ample opportunities to apply the guiding principles of leadership, learning and supervision developed in the first four chapters.

Evaluation is treated in Part Four with attention given to three areas: teaching practices, pupil achievement, and super-

vision itself. Supervisory programs are examined to illustrate methods of evaluation ranging from formal to informally organized procedures. In addition to the descriptive accounts of current practices, each of the focal points is further discussed in terms of principles substantiated with research findings.

A brief description of three graduate programs designed to develop educational leadership qualities in administrative and supervisory personnel is included in the appendix.

The theme, supervision as a kind of leadership enriching the school's contribution to society, is stressed throughout the volume. Students and supervisors will find the organization and skillful presentation helpful in grasping a fuller understanding of the complexities of the process. For the student, the author's chapter summaries, suggestions for further studies, and selected bibliographies for additional readings provide a background upon which he might build. For the supervisor, they represent an opportunity to improve the quality of his own school program.

—Reviewed by VAL ARNSDORF, Assistant Professor of Education, University of California, Berkeley.

**Secondary Education for All. A. Harry Passow.** 238 East Perry Street, Tiffin, Ohio: International Education Monographs, No. 3, Kappa Delta Pi, 1961. 290 p. \$1.75

During the school year, 1958-59, Passow was an International Fellow of Kappa Delta Pi while on sabbatical leave in England from his post as Professor of Education, Teachers College, Columbia University. During the year, two of his three children attended English schools and, according to the author, served as consultants for the writing of the mono-

graph. Mrs. Passow was able to accompany the family and she has contributed an appendix which was first published in the Times Educational Supplement of November 6, 1959. The theme of the appendix is the renewed zest for learning that she notes on the part of her two young scholars, especially Michael as he worked away in preparation for the famous eleven plus. This reviewer was pleased to note that Mrs. Passow detected that religion is the only subject of study made compulsory by the national government of England and Wales (p. 279).

Passow's comments are based partly on visits to 55 schools, colleges and universities, and partly on documentary studies in the libraries of the British Museum, the Ministry of Education, and the Institute of Education of the University of London.

A useful chronology is provided in the second chapter of all the official talk about education that went on in England and Wales from 1833 to 1944 and this summary is followed by a penetrating statement of the way the schools are provided with funds, of the intricate relationship that has developed between local and central authorities, and of the way in which control of the schools by the established church has diminished.

To provide the backdrop needed for a characterization of the various secondary schools that are found in England, primary and junior schools are described. Many useful statistics are provided with respect to the division of pupils following elementary education. It is in this third chapter that the author is able to describe the emotionally charged atmosphere of the eleven plus, and he points clearly to the imperfections of this high school entrance examination.

On page 63, Passow distinguishes between the British and American ways of selecting those who will go on in school. In England and Wales, selection for advanced educational opportunities is made almost irrevocably between the ages of 11 and 12. In America, guidance and flexibility are the watchwords long after the student enters college or university.

Useful descriptions of secondary modern schools, grammar schools, technical schools, and the famous Public Schools are provided. An extended discussion of the curriculum of these various institutions makes apparent the diversity of the English approach. The unique function of the Sixth Form in British secondary education comes through with exceptional clarity (p. 262 ff.).

The chapter on "Further Education and the Universities" is a marvel of condensation. It is followed by chapters on examinations and on the teaching pro-

fession. After a brief sketch of the guidance and youth services, the author presents an unusually pungent set of final remarks.

Within the confines of a monograph, discussion of such a wide variety of subjects is limited. There is so much bread and butter reporting to be done that analysis is almost out of the question. Nevertheless, the author does get briefly in touch with some central issues—his quotation from the remarks of the High Master of St. Paul's on page 99 for example—and his summary of the studies of the origins of British leaders by Lupton and Wilson, and by Tawney, both offered on page 106. He is frankly at the heart of things (p. 115) when he says:

... education in England is inseparable from the process of becoming a gentleman—and it is the Public Schools which produce the generations of English gentlemen.

Which raises the very difficult ques-

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tion of what is meant by "education for all." Despite the ubiquitous GCE with its band of loyal "subjects" in the curricula of all British secondary schools, we find not one kind of education but several.

The Public Schools have had centuries in which to work out complex procedures for a specialized kind of education. The official discussion, the examinations and the statistics are not capable of encompassing this education. To the Public Schools, the GCE examinations are hurdles that are well-nigh irrelevant, except that a respectable quota must be got into the universities. Similarly, the question raised by the Public Schools (for others to discuss) of more Latin or less Greek is misleading. The Public Schools achieve their magic through the prolonged association of boys with their highly educated masters.

The grammar school, with a similar

curriculum, but catering to a wider cross-section of society makes a good start toward the production of intellectuals in the Upper Sixth Form, and a few children from the lower classes get into the better universities despite the truth of the comment found on page 260:

The youngsters who seem to be most adversely affected are the "first-generation" grammar school boys who suffer especially in terms of cultural deprivation.

In the description of the secondary modern school, the statement is made (p. 147) that:

Where properly designed and developed, such courses are extending the concept of secondary education for all.

This point of view, rather widely held among American educators, calls for additional consideration. For, in the opinion of this reviewer, the secondary modern schools have not begun to realize their potential. They enjoy freedom in

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every sense except the sense of being aware of other kinds of education than that exemplified by the ability to achieve a number of passes on the GCE.

Passow ends his book with the question, "Which is the better educational system?" This is not the question that studies in comparative education should seek to answer. Rather it should attempt to provide, as Passow proposes, those particular "insights from each other" that enable "both England and the United States to fulfill through education the purposes of not only society but of each individual" (p. 272).

Particularly acute insights will be needed if provision is to be made for "secondary education for all." Some important insights are provided in this book, but they are not given prominence.

—Reviewed by T. BENTLEY EDWARDS,  
*Associate Professor of Education, School of Education, University of California, Berkeley.*

COLUMN EDITOR'S NOTE: Dr. Edwards spent six months in England in 1959 visiting schools and collecting data for a study of the attitudes of students toward the study of various school subjects.

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