
—Reviewed by Jon M. Engelhardt, Research Associate, Research and Development Center for Teacher Education, The University of Texas at Austin.

Concerned with education's inequities and insensitivities to the needs of children, particularly those of the poor and the minorities, the editors of this volume contend that "it is time to reexamine the basic educational model in the United States." Accepting this contention, the reader begins a journey through 14 alternative educational models, ranging from compensatory education to mentorship, from incentives to school finance.

Although, in some ways, this volume is like a whirlwind tour, it is a noteworthy collection of essays and articles. Alternative models attempting to cope with the problems of education are presented by men from diverse, sometimes even contradictory, points of view. Ample footnotes provide reference sources for further study, and a detailed subject index permits easy access to multiple discussions of topics. The brief pre-chapter remarks frame each article into its proper perspective and provide continuity from introduction to epilogue. (In fact, the introduction, pre-chapter remarks, and epilogue, read as a unit, furnish an overview of the various articles and models.) Most articles relate personal experiences or empirical research, although a few border on theoretical editorializing.

The editors' main purpose is to present an array of possible changes in education which will stimulate informed discussion among both educators and laymen. They feel very strongly that an informed lay public is the key to change in education:

It is our premise that significant educational reform will occur only when the larger society begins to desire change and participates in discussion about it (p. xii).

Therefore, the models were not presented as the ultimate answer to education's problems, only as alternatives to serve as foci for public and professional debate, as stimulants for change.

To accomplish this purpose, the editors...
attempted to collect articles readable by both concerned laymen and professional educators. The notable depth of ideas accompanied by an absence of technical jargon testifies to their success in this effort.

School board members, community members, administrators, and teachers will all find this an informative, thought-provoking book. It would particularly make an excellent set of readings in professional education courses where lively discussion or debate of educational issues is a goal. This volume would, in short, make a worthwhile addition to the library of any professional educator or layman desiring to be informed of new models for education.


—Reviewed by Roosevelt Washington, Jr., Assistant Professor of Educational Administration and Supervision, School of Education, Marquette University, Milwaukee, Wisconsin.

Both of the books, Selected Readings on General Supervision by Heald et al., and Interdisciplinary Foundations of Supervision by Netzer et al., deal with the supervisory process—the way through which administrators and supervisors make decisions, influence and affect personnel, and take action in order to achieve mutually acceptable goals of the organization.

The authors of both books saw the necessity of collecting materials from a wide variety of sources in education, the social sciences, and business. The articles they chose emphasize the relatively advanced approach to supervision within organizations that focuses on the dynamic human relations aspects of supervision. The reader, through these books, is introduced to current thinking and research on modern techniques of supervising personnel in an endeavor to improve instructional programs, personnel performances, and organizational effectiveness.

The Heald et al. book, Selected Readings on General Supervision, provides readers with a wide selection of reference material that has been used and quoted from by many authors of recent textbooks and articles on administration and supervision. They have put together pertinent articles on the nature of organizations with specific emphasis on educational organizations, leadership, supervisory roles, and procedures for improving members' performance within organizations.

This book should be valuable to graduate students, school administrators, and supervisors within school systems due to its current material on administrative models, including articles that present advanced thinking and research on organizational, administrative, and supervisory behavior. The articles also hold together the way chapters in recent textbooks on administration and supervision are presented. However, it is doubtful that this book can stand alone as a textbook for a course in administration or supervision as the authors claim; but its value as a reference tool as advocated by the authors can hardly be questioned.

A clear thesis is developed throughout this book that organizations are staffed by people who are in constant interaction and who are affected, intimately and directly, by the leadership within organizations. Parts 1 and 2 include a collection of articles on the nature of organizations, specifically educational organizations, and their leadership. These first two sections include discussions on varied leader behavior (leadership roles, styles, attitudes, and effectiveness), subordinate expectations of superordinates, and the dynamic authority structure and relations within organizations.

Parts 3, 4, and 5 deal more specifically with supervision. The supervisor's functions and responsibilities and their attendant effects on the organization and its personnel are emphasized. Topics on supervisory behavior, teacher evaluation, factors affecting teacher morale and effectiveness, and the
communication process within organizations are canvassed in considerable detail.

*Interdisciplinary Foundations of Supervision*, by Netzer *et al.*, departs from the traditional-type book of readings such as the one by Heald *et al.* Instead of including articles in toto, Netzer *et al.* have presented reviews, abridgments, and excerpts from various journals, monographs, and books centered around "seven powerful concepts": meaning and function of theory, methodology of change, democratic relationships, community impacts upon the schools, processes of influencing staff, maximum utilization of staff talent, and attributes of evaluation.

The authors conclude that their book has high content validity with current textbooks on the supervision of instruction, which they stated was "tested" by verifying the fact that at least one of their seven concepts was included in the Table of Contents in each of seven recently published textbooks.

Each of the seven chapters in this book deals with one of their "seven powerful concepts," and each chapter is preceded by the authors' attempt to dispel the debatable dichotomous relationship between theory and practice. They state that, "A denial of the present and potential interdependence of theory and practice cannot be based upon research evidence (and therefore) must be relegated to the status of personal bias." The authors in chapter 2 call for the use of man's intellect, man's rationality, as a means of bringing about purposeful change.

Reconciling the relationship between freedom and responsibility is the theme in chapter 3 on democratic relationships. The importance of working within and cooperating with the community is advocated in chapter 4 dealing with the community impacts upon the schools. In chapters 5 and 6 the major foci are on leadership roles, productive use of authority in decision making, and creative utilization of professional personnel. Finally, chapter 7 deals with helping the supervisor accurately and professionally utilize evaluative processes and procedures.

Following each of these chapters is an extended bibliography; also, at the end of the book is a composite bibliography that can be useful to those who wish to examine the authors' original sources in addition to other related, pertinent material.

Both of these books are excellent references: and they are welcome additions to the literature of administration and supervision. The Heald *et al.* book is a worthy, valuable, unedited collection of readings that is suitable for the in-service needs of administrators and supervisors; and, in this reviewer's opinion, this is a highly pertinent source for graduate trainees in administration and supervision.

The Netzer *et al.* book, on the other hand, is a reasonably scholarly attempt at presenting the salient ideas of creditable writers in the field of supervision and related disciplines and seems to be better suited to the needs of the busy practitioner. Its shortcomings reside in its neglect of original articles on recent important research relative to the field of supervision. Though these books fail to till new ground, they do bring together coherent statements on educational administration and supervision that are in step with the tune of the present.

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Reviewed by William E. Elliott, Assistant Professor, Department of Curriculum and Administration, School of Education, Marquette University, Milwaukee, Wisconsin.

Feyereisen and her associates understand supervision in its broadest sense: "the function of administration which has to do with maintaining and improving the educational program." Supervision, thus broadly understood, embraces the total educational enterprise. It touches organization structure, curriculum design, and the instructional process.

The authors, therefore, have divided...

In the first section, they propose that the “systems approach” replace the bureaucratic or human relations approach to educational structures. The systems approach, they suggest, is the only approach well-suited to the complexities of the space age. They begin with an explanation of concepts borrowed from systems analysis in business administration and industrial engineering. The authors present models, beginning with the simplest of basic systems, then adding subsystems until a complex model has been developed. Within this complex curriculum and instruction system, they identify three subsystems: the coordination, supervisory, and implementation subsystems. The coordination subsystem is divided, in turn, into “top management” (the curriculum administrator for the total system), “middle management” (the administrator of a major division of the system), and “unit managers” (the principals).

In the second major section of their book, the authors discuss a potpourri of matters that have had or will have an impact on the curriculum: instructional television, teaching machines, computers, central materials centers, nongradedness, and flexible scheduling.

The final section of the book is concerned with the ways and means of supervision—again, taken in its broadest sense. The preparation, certification, and continuing education of teachers are discussed. Other topics covered include the communications process, human relations in supervision, curriculum councils as they relate to the systems model, and evaluation in the cybernetic system.

Goldhammer, on the other hand, has adopted a much more restricted definition of supervision. Rejecting the notion of “supervision from a distance, as, for example, supervision of curriculum development or of instructional policies,” Goldhammer focuses on the improvement of the teaching act through “face-to-face” supervision, generally on a one-to-one basis. The total “sequence of supervision,” in Goldhammer’s schema, involves five stages: the preobservation conference, the observation, analysis and strategy, the supervision conference, and the post-conference analysis.

The preobservation conference is intended to establish a relationship in which the supervisor and teacher can relate comfortably so that the subsequent stages might proceed with improved communication and less anxiety. It is also during the preobservation conference that a supervisory “contract” can be agreed upon, stating explicitly the reasons for supervision and how it is to be conducted. Goldhammer notes that, at this point, “the question ought to be raised of whether observation and the rest of the sequence should take place at all.”

During the second stage, the supervisor is to observe and record as comprehensively as possible all that takes place in the classroom. Goldhammer suggests the use of shorthand or speedwriting. He rejects observation schedules, however, as not particularly useful in individual supervision.

The third stage, analysis and strategy, involves a thorough analysis of the data collected during the observation phase, followed by the development of a plan for the supervision conference to follow. He suggests three criteria for selecting material to be addressed in the supervision conference: that the matters be salient, few in number, and not beyond the intellectual or emotional capacity of the teacher.

The fourth stage, the supervision conference, “almost never” should be omitted, according to Goldhammer, because of the disconcerting effect this can have on the teacher. In the conference, the supervisor presents the data he has collected and his analysis of them. The teacher has the opportunity to challenge the supervisor’s constructs, patterns of reasoning, and assumptions.

In the fifth and final stage, the supervisor’s own performance is examined “with all of the rigor and for basically the same purposes that the teacher’s professional behavior was analyzed.” The author suggests
the use of a tape recorder during the supervision conference to assure the efficient and trustworthy analysis of the supervisor's performance.

The second half of Goldhammer's book is devoted to three "partly fictitious" case studies involving the supervision of three different kinds of teacher: a sophisticated teacher, experienced in the clinical approach to supervision; an "average" teacher; and a frightened, weak, and highly defensive teacher. Goldhammer then critiques the supervisory process in each case.

Both of these books would be useful additions to one's professional library. The first would seem especially helpful to advanced students in curriculum and supervision; the second, to prospective supervisors, to help them orient themselves to supervision as a helping relationship.


—Reviewed by EDNA MITCHELL, Assistant Professor of Education, Smith College, Northampton, Massachusetts.

Americans have long wavered between stoutly believing they have the best schools in the world and believing that a better education is to be found almost anywhere outside the United States. In recent years, we have cast furtive glances at the educational systems in Europe, in England, and in the Soviet Union, not certain how much to admire and how much to detract. The wide acclaims which have come from proponents of European systems of education have frequently failed to recognize that many of the admired practices already have been attempted in the United States.

Other similarly lauded ideas may spring from a political base which we could not assume for our citizens. A current book depicting Soviet preschool education, Lenin’s Grandchildren: Preschool Education in the Soviet Union, by Kitty Weaver, adds the voice of another observer who is obviously impressed by the vigorous Russian efforts to provide a combination of child care and education for young children.

At a time in the United States when the question of expanded day care facilities is rapidly being answered by broader federal assistance, it well behooves both opponents and proponents of universal day care to consider the experience of the Russians. Mrs. Weaver’s book will be read by those who are seeking additional knowledge for establishing broad guidelines for preschool programs, as well as by educators interested in understanding what education is really like in Soviet nurseries. The book is a fascinating anecdotal report of the experiences of Mrs. Weaver, who proves to be an alert and sensitive observer. However, it is not a research based or analytical critique of the most significant socially controlled program of early childhood in today’s world. She often draws conclusions and makes generalizations from what appears to be very limited sampling or simply informal conversation.

Mrs. Weaver is an interested citizen rather than a professional educator or journalist. As a writer, she falls short of presenting her material in an organized style. The reader is taken down many roads at one time and often has to retrace his reading to determine what age group or specific topic is being discussed. Another disturbing quality in the writing is the author's uncritical acceptance of the explanations given by the Soviet teachers for certain activities. Without a background in pedagogy, Kitty Weaver seems to lack a critical frame of reference other than that of her Russian hosts for evaluating children's experiences. Nevertheless, the reader can use the extensive reports of classroom scenes from the book (as well as the many photographs) and will be able quite easily to see the routines for children in a somewhat more objective second-hand view than has Mrs. Weaver. It is reassuring to see how few contradictions are found between her observations and the more scientifically oriented findings reported by Urie Bronfenbrenner (*Two Worlds of Childhood: US and USSR*, Russell Sage Foundation, 1970).
Mrs. Weaver emphasizes the position of privilege held by children in the Soviet Union. The children's collectives were well staffed, well furnished, and offered a surprisingly varied and healthful daily menu with food of outstanding quality in contrast to food generally available to the public in the local restaurants. One director was quoted as saying: "... we try to give them the best of what we have. ... The children are our future, and we want that future to be a happy one."

Under Soviet law, preschool institutions are required for every apartment-house complex, collective farm, or factory employing working women. The ages range from two-month-old infants to three-year-olds in the nursery, and three through six years in the kindergarten. These preschools are neither compulsory nor free. They are heavily subsidized, but the parent also pays fees based on his ability to pay as determined by a number of factors. Some of the schools provide weekend and overnight care for children whose parents have unusual schedules. The earlier Communist suggestion that children all be reared in boarding schools has not become widespread. Parents are viewed as essential partners with the school, to be educated for child rearing rather than to be eliminated. Apparently, there are few conflicts between home and school. Not all parents are unanimously favorable toward children's collectives, but the criticisms cited by Mrs. Weaver only hint of minor unhappiness in a few homes where the family would like to have a stronger influence on the children.

The whole program from its earliest beginnings in the crib is directed ideologically toward producing the new Soviet citizen. The Soviet child is not preparing for future citizenship, however; he is considered already to be a citizen and a part of Soviet society. Internalizing group goals, working together, learning to be part of a collective start deliberately in the playpen as children become accustomed to being around other children and enjoying their company.

The emphasis on physical development of young Soviet children has been widely publicized; however, Mrs. Weaver points out the way in which activities lead to a sense of team effort, of collective pride, of civic responsibility. Responsibility toward one another was repeatedly seen in situations where a child was having trouble with a skill. Emotions are conditioned strenuously through activities referred to as emotional gymnastics, whereby efforts are made very
early to teach children to control “harmful” emotions such as rage and fear. Role playing and pretending is a technique predominantly employed to teach children which feelings may be expressed acceptably.

Emphasis is placed on the value of real work, and by two years of age the preschool child is expected to participate in work-like activities. The academic curriculum is heavily loaded with ambitious, if questionable, objectives. The child’s music education consists not only of simple songs and recorded music starting in a planned sequence from the early months of his life, but includes intensive exposure to the compositions of Tchaikovsky, Rimsky-Korsakov, Grieg, Schumann, Bach, Mozart, and other classical composers. The children are expected to recognize the sounds and shapes of musical instruments, and they are taught to read notes and musical symbols.

The Soviet approach to art education, as reported in the book, would be rejected by most American art educators at the outset. The basic assumption upon which the activities are built is that children must learn the mechanics of drawing before they can be original. Five-year-old children were drawing a branch following step-by-step instructions from the teacher. The author seems to accept the rationale that: “Creativity begins with an understanding of color, form, and proportion.”

Another statement which causes the reader some frustration because of its shallowness was an explanation of an art experiment with three groups of five-year-olds: “Realizing that this group was not naturally creative, the experimenters tried to inspire them to creativity by telling them fairy tales and asking them to draw some episode from the fairy tale” (p. 157). American teachers will not readily agree, at least in theory, to the lack of natural creativity in five-year-old children.

In developing speech and thought, the work of Vygotsky takes precedence over Piaget or other authorities even though their work is recognized. Emphasis is placed on correct forms of speech in preparation for reading and for the logic of mathematics. The child entering first grade is expected to know the relationships of inverse operations, many mathematical forms, and concepts most teachers of American six-year-olds would consider very complex even with a “new math” approach. Lessons on fractions or specific principles are kept on video tape and are shown via television to children who have not attended kindergarten.

One of the video programs described involved a demonstration of Piaget’s concept of conservation, with rice being poured into glasses of different sizes. The discouraging aspect of this is that Soviet educators, also, seem to be willing to try to teach indirectly that which should be learned experientially. It seems to be a misuse of technology to deliberately substitute a televised lesson for a real experience.

The problems of continued renewal in the education of teachers struck a familiar chord. Apparently, the teachers who need new skills, information, and inspiration are the hardest to get to attend a Soviet in-service institute for teachers.

Mrs. Weaver makes a strong point of noting the number of fatherless homes, the number of unwed and divorced mothers, and the relatively minor role played by fathers in the rearing of children. We, in the United States, are concerned over feminism in education, momism in the home, and the lack of male influence generally in the lives of our children. It seems strange that the Soviet Union has not viewed this condition as a social problem. There seems to be no dissatisfaction expressed about the almost exclusive control over child care by women in Russia.

Without intending to do so, Mrs. Weaver presents a picture of collective day care with rigid, conforming, group-oriented outcomes which cannot fail to provide some sobering considerations for Americans who are eager to see day care and preschool opportunities expanded and broadened for our children. This book, interesting and enthusiastic as it is, serves as a warning to us to guard carefully lest we should find ourselves modeling our own programs for young children along such narrow lines.