

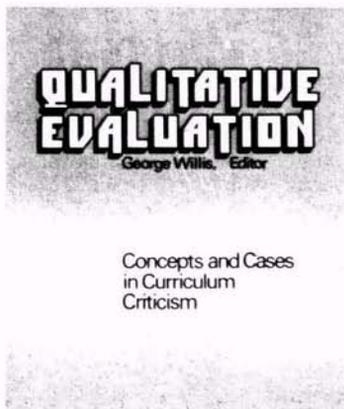
REVIEWS

Review Coordinators: Charles W. Beegle, Associate Professor of Education, University of Virginia, Charlottesville; James B. Boyer, Professor and Institute Director, Urban Education Institute, Kansas State University, Manhattan; Wilma S. Longstreet, Professor of Education, University of Michigan, Flint; and Edna Mitchell, Head, Department of Teacher Education, Mills College, Oakland, California.

Qualitative Evaluation: Concepts and Cases in Curriculum Criticism. George Willis, editor. Berkeley, California: McCutchan Publishing Corporation, 1978. —Reviewed by Harry Hutson, Doctoral Graduate in Curriculum, Indiana University, Bloomington.

The 22 chapters in this anthology examine a wide array of topics loosely adhering to the notion of qualitative evaluation as curriculum criticism. With a few exceptions, the authors are young curriculum theorists who might once have been labelled "reconceptualists." The thesis of the volume, according to its editor, is that "educational evaluation in the United States will not develop into a mature and socially responsible enterprise until it widely adopts artistically developed and skillfully employed techniques of qualitative evaluation that directly confront both the significance and the qualities of personal experience within education." I recommend this book, described by Elliot Eisner in the "Foreword" as "the first reader of its kind," to anyone interested in curriculum evaluation.

Having said that, I want to reopen two pertinent arguments within the field of curriculum, one as old as the field itself, the other more recent. The old argument concerns the nature and definition of curriculum. Willis writes that "curriculum can be conceived broadly as the educational environment," and his definition places him in the "curriculum-is-practically-everything" conceptual camp as opposed to the various "curriculum-is-something-specific" schools. Willis' definition is a clue



to his editing style, for the 13 chapters in the "Cases" section of his book take in subjects as disparate as academic literary criticism, simulation gaming, existential phenomenology, and instructional supervision.

I for one, however, am increasingly restless with the "curriculum-is-practically-everything" viewpoint,¹ and I think that Willis' book is helping me to understand why. As Vallance writes in her chapter, there is a question of rhythm in art criticism that asks: "Does the momentum carry to fit the parts neatly together, is it an aesthetic whole?" *Qualitative Evaluation*, because of its radically expansive notion of curriculum as the educational environment, lacks

coherence and parsimony, or in a word, rhythm.

A growing new debate in curriculum concerns the meaning of qualitative evaluation, and here my complaint is that Willis' conception is too narrow. Too much of the reader is concerned with aesthetics, too little with social science. Too much is private reflection; too little argues for evaluation using publicly inspectable criteria. Too much is self-conscious "good writing"; too little has empirical warrant. Whole traditions of American qualitative research are ignored, such as the socio-anthropological (the Lynds, for example), the literary-psychological (James Agee, Robert Coles), or the mainstream case studies of sociology and political science (the Hunter and Dahl traditions). With so many models from which to choose, it is premature for a group of "qualitative evaluators" to be embracing art criticism so unreservedly.

To reiterate, *Qualitative Evaluation*, though unruly, merits the serious attention of curriculum workers and evaluators.

¹This restlessness is something of a reversal for me. See: "Theology and the Field of Curriculum." *Viewpoints* (Bulletin of the School of Education, Indiana University) 53(6):37-44; November 1977.

Enhancing Self-Concept in Early Childhood. Shirley C. Samuels. New York City: Human Sciences Press, 1977. 263 pages. —Reviewed by John W. Hollomon, Associate Professor, Early Childhood Education, The University of Texas at San Antonio.

During early childhood, the environment needs to be appropriately and correctly presented in ways that enhance young children's self-feelings, while their perceptual, behavioral, and social patterns of development are highly plastic and more easily organized. Recognizing this need as a key goal of parents and teachers of young children, this book offers both breadth and depth of insight into self-concept theory and the empirical evidence supporting it.

In the process, significant adults are provided with a resource of knowledge that can be used as a guide not only for their genuine interactions with children, but also for helping them view the variety of perspectives from which children perceive themselves.

Thus, in eight chapters, Samuels explains how children's emerging concepts of self are the core of the activities around which they organize and structure their characters and their personalities. Emphases are on how children's being-in-the-world comes first; how they plunge into action and relate themselves to the conditions shaping their lives; how they choose, create and recreate their own self-identities—the persons they are and want to be—moment by moment. Through this self-creativity, children define for themselves their essence as they live, learn, and play.

This volume, therefore, deals with how it is through children's emerging concepts of self that they interpret their experiences, stabilize them, and relate them to their own sociocultural value systems, in ways that allow them to control and adapt them.

The greatest strength of the

book rests in its definitions and foundations of the role of significant adults in helping children to recognize and understand their own existence. That is, a child needs to know that whatever is I is precious; whatever is me must not fail; whatever is mine is a praiseworthy product of my self-esteem. These are the things that testify to a child's self-worth, his/her interests, his/her feelings, his/her concerns, his/her likes, his/her rights, his/her regard for his/her own body and social well-being.

Traditions of American Education. Lawrence A. Cremin. New York City: Basic Books, Inc. —Reviewed by Thomas R. Hopkins, Visiting Research Scholar in Education, University of New Mexico, Albuquerque.

The dynamics of contemporary American education focus on identifying solid new directions and in making involuntary adjustments. There is intense searching for the best approaches to take to adjustments and the most reasonable directions to pursue. Lawrence Cremin's book, *Traditions of American Education*, will make an important contribution to this dynamic situation. Cremin's latest scholarly work is the Merle Curti Lectures at the University of Wisconsin. The book has four parts or chapters: "The Colonial Experience: 1607-1783"; "The National Experience: 1783-1876"; "The Metropolitan Experience: 1876-1976"; and "A Note on Problematics and Sources." *Traditions of American Education* is a summary of Cremin's larger work to create a new and comprehensive history of American education. The part on the colonial experience is based on his already published book, *American Education: The Colonial Experience, 1607-1783*. The part on the national experience—to be the next volume—is already written, and one would assume is on the verge of being published. The third part dealing with the metropolitan experience is "substantially sketched,

but not fully drafted."

Cremin is consistent and straightforward in his method of research. Education is again defined "As in the larger work, . . . the deliberate, systematic and sustained effort to transmit, evoke, or acquire knowledge, attitudes, values, skills, or sensibilities, as well as any outcomes of that effort." He then takes the education institutions of community, household, church, media (press, electronic), and schools, and traces their transformations through time, 1607 to 1976. In a sense, he takes English education, exports it to and establishes it in North America, Americanizes it, and then from the U.S. exports it internationally.

Cremin treats minorities as more or less educational islands that remained outside the mainstream of American life. As examples from the past, he included Mormons, slaves, city ghettos, and American Indian reservations. There is sensitivity and possibly some hesitation regarding this treatment of them as new sources are included, especially on the education of slaves.

It is also interesting to note that little has been said about the federal government as an education institution. It is suggested that the federal government's education role could, in the Cremin sense, be another education institution.

American educators will find some solace in Cremin's sharing responsibility with other institutions. Also encouraging are his comments on public education in America:

My argument in these lectures has been for renewed attention to context, complexity, and relationship in our discussions of education, past, present, and future. Contrary to the drift of a good deal of scholarly opinion during the past ten years, I happen to believe that on balance the American education system has contributed significantly to the advancement of liberty, equality, and fraternity, in that complementarity and tension that mark the relations among them in a free society . . . (p. 127)

Perhaps one of the most encouraging points of *Traditions of American Education* is that Cremin, who is president of Teachers College, Columbia University, is continuing with his larger scholarly work in the history of American education and hasn't succumbed to the exigencies of being an administrator—which can more often than not hamper if not altogether stop scholarly work. His contributions are far too important for this to happen, and his continuation of them is a bright spot on our educational horizon.

Effective Motivation Through Performance Appraisal—Dimensional Appraisal Strategies.

Robert E. Lefton, V. R. Buzzotta, Manuel Sherberg, and Dean Karraker. New York: John Wiley & Sons, 1977. 348 pp.—Reviewed by Richard P. Mantatt, Professor and Section Leader, Educational Administration, College of Education, Iowa State University, Ames.

Every once in a while an educator picks up an idea, a technique, or cause from private sector management and finds that it works in schools. Maslow's hierarchy, MacGregor's Theory Y, and

Peter's Principle are ready examples. About 10 years ago, this reader became aware of a management consulting firm in St. Louis whose principal partners (authors of *Effective Motivation Through Performance Appraisal*) used applied behavioral science to create a new way of conceptualizing the behavior of managers, sales personnel, and customers. Called the dimensional model of behavior, this concept spawned a series of books and seminars centering on the use of Dimensional Management Strategies (DMS), for example, Dimensional Sales Training, Dimensional Management Training, and Dimensional Interview Strategies. The dimensional model of behavior also lent itself to conceptualizing and explaining behaviors of school supervisors and teachers in the worrisome and controversial task of teacher performance appraisal. Professors of educational administration and supervision at Iowa State University have used DMS in skills building sessions with thousands of supervisors and other school administrators since 1970. It works.

Now, Lefton and his associates have provided their own version of Dimensional Management Strategies applied to performance appraisal and, as usual, their writing is heady, powerful stuff. Essen-

tially, the dimensional behavior model views appraiser/appraisee behavior as distributing in one of four quadrants (set by two continua: dominant to submissive, hostile to warm). The authors' model suggests four general alternative ways to manage people: Q1 dominant-hostile, Q2 submissive-hostile, Q3 submissive-warm, and Q4 dominant-warm.

Employees being appraised also respond in one of the four modes; consequently, the Dimensional Model of Supervisor Appraisal Behavior and the Dimensional Model of Subordinate Appraisal Behavior provide the basis for a step-by-step format for doing more effective performance appraisals.

The academic purist will be put off by the lack of bibliographic citations in the works of Lefton, Buzzotta, Sherberg, and Karraker. This time at least they used the book's acknowledgment section to mention everyone who ever contributed to the knowledge of organizational behavior, motivation, and leadership! Everyone, that is, except Blake and Mouton whose Managerial Grid looks like the midwife for DMS. Take the advice of a reformed Q1—read the book anyway. It's good for what ails performance appraisal in American education. [E]

Reviewers



Harry Hutson



John W. Holloman

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