SELECTED FOR REVIEW

Reviewers: John E. Searles
Burton E. Altman

Social Foundations of Education: A Cross-Cultural Approach. ***Cole S. Brembeck.*** *New York: John Wiley & Sons, Inc., 1966.*

—Reviewed by JOHN E. SEARLES, *Associate Professor of Education, The Pennsylvania State University, University Park.*

The education of the populace is, along with defending it and feeding it, one of the major social enterprises of any culture. As such, education needs to be analyzed and explained as part of the general knowledge for that populace.

Also, the system of education must be analyzed and explained for those who would be practitioners in this enterprise. So books are written for these purposes because of the paradox that, although all citizens have come through the system, they still need the explanation. To have an appendectomy does not make one a surgeon.

These explanations are generally one of three types: a neo-Hemingway "tell-it-like-it-is"; an obtuse communique to others in the In-group; or a readable analysis.

Cole Brembeck has woven these threads together into the fabric of his *Social Foundations of Education: A Cross-Cultural Approach.* It is a readable analysis for those who will be practitioners with an attempted approach to demonstrate that each culture has an educational system with its own burdens and glories.

The author covers the standard topics for a book designed for those courses that deal with the social aspects of the educational enterprise. The parts in order: The Social Aspects of Teaching and Learning, The Educational Aspects of Environment, Social Class Influence on Learning, The Schools, The Teachers, and Educational Problems in Our Changing Society. These, however, are not discrete and mutually excluding categories. A chapter on "The Classroom as a Little Society" appears in the first part and one on the "Social Climate of the School" in the third.

An opportunity is missed by the rather faint attention paid to the cross-cultural approach. Each of the topics discussed has its manifestations in each culture and each society within that culture. A consistent attention paid to these manifestations would justify the subtitle. As an example, the effect of social classes on education in other cultures would have given perspective to the situation here. The cross-cultural approach has this virtue of giving a much better per-

spective of one's own culture as it is perceived through the looking glass of other cultures. This is, of course, beyond the salutary effect of looking outside of one's own world.

Another opportunity missed by the book lies in the lack of penetration into the problems of the teacher in the system, domestic and foreign. The teacher is both an individual and a surrogate of society, often of a society at odds with that of the student. In a book aimed at teachers, the social aspects of teaching should be as explicitly expressed as the social aspects of education.

But, by and large, the book is useful and solid. By design and in actuality it deals with the concrete rather than the abstract. In short it is a readable, teachable book, knitting together many good ideas into one text. □

A Values Approach to Educational Administration. ***Raymond H. Ostrander and Ray C. Dethy.*** *New York: American Book Company, 1968. 402 pp.*

—Reviewed by BURTON E. ALTMAN, *Professor of Elementary Education, Wisconsin State University, La Crosse.*

Values, according to the authors, are the criteria that influence the administrator in making choices concerning the ends and means which he wishes to use in steering public education. An exploration of this point of view through a study of conventional administrative functions is the central theme of the text.

Part one, perhaps the most valuable section of the text, classifies the sources of administrative values through a panoramic description of the historical, philosophical, sociological, and psychological forces shaping an educational leader's value structure. Ostrander and Dethy identify the characteristics of values as being personal, temporal, and a function of our environment. They attempt to explain most types of administrative behavior in terms of these characteristics and their own set of values. The administrative model of Getzels and Guba is included to strengthen their position.

Parts two, three, and four of the text deal with the more prescriptive aspects of school administration, namely human relations, curriculum, and school management; however, in all of these sections there is a deliberate and successful endeavor to tie these aspects in with the central focus of the text—values and educational administration. Particularly significant in these sections is a review of the current research and literature on administration.

Part five wraps up the authors' position by reviewing the educational organization as a totality and by including a conceptual grid. The grid is designed to help the prospective or practicing administrator develop skill in viewing criteria for decision making. The authors hoped that through the structure of the grid the administrator can grow in relating his own values to universal ones and thus establish priorities germane to educational decisions.

Although the text deals with educational leadership and is applicable to all levels of administration, the examples cited are frequently directed to the functions of the school superintendent.

The authors succeed in reflecting the language and ideas of the late 'sixties—references are made to the here and now and to the impact of The Great Society. In short, this text is current and the writers achieve their goal—they have described a value approach to school administration. □



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