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Supervisors and Teachers: A Private Cold War. ***Arthur Blumberg.*** *Berkeley, California: McCutchan Publishing Corporation, 1974. 178 pp.*

—Reviewed by ARTHUR J. LEWIS, *Professor of Education, University of Florida, Gainesville.*

Through his explication of interpersonal problems between supervisors and teachers, Blumberg warms up "a private cold war" and makes it public. Blumberg defines supervision as the giving and receiving of help for the performance of some task or the resolution of a problem. He identifies three necessary conditions for effective supervision: "The teacher must want help, the supervisor must have the resources to provide the kind of help required, . . . and the interpersonal relationships between a teacher and a supervisor must enable the two to give and receive in a mutually satisfactory way" (pp. 11-12).

According to Blumberg, factors that contribute to poor supervisor-teacher relationships include the following: The supervisors' status within the school bureaucracy may make it difficult to build trust between teachers and supervisors; differing perceptions of good education may interfere with communication between supervisors and teachers; experienced teachers on tenure may not be receptive to supervisory help; supervisors responsible for filing teacher evaluation reports may find it difficult to establish a productive relationship with teachers.

To improve relationships between supervisors and teachers, Blumberg recommends that supervisors develop a "data base" on themselves including an understanding of their interpersonal needs and how they typically deal with conflict. He urges that supervisors develop a similar understanding of individual teachers with whom they work—their interpersonal needs and how they deal with conflict. A procedure for analyzing supervisor-teacher interaction, an adaptation of Flanders' work, is presented. One study, using this procedure, reports that: "Approximately seven times as much time was spent by the supervisors in telling the teacher what to do as was devoted to asking the teacher for . . . ideas or suggestions for action" (p. 106). Blumberg suggests that traditional teacher evaluation be replaced by having teachers evaluate their own accomplishments in relation to agreed upon goals of performance.

This book will provide solace to concerned supervisors who are experiencing problems relating to teachers—they are not alone. The book will stimulate complacent supervisors to reexamine their relationships with teachers—are the relationships as positive as they could be? The author accomplishes two purposes: he makes it clear that there is a cold war between supervisors and teachers and he offers suggestions that may lead to détente if not to peace (p. 178). □

Curriculum and Instruction in the Elementary School. ***Frederick A. Rodgers.*** *New York: Macmillan Publishing Company, 1975. 393 pp.*

—Reviewed by LORENE K. WILLS, *Superintendent, Community Consolidated Schools, Sauk Village, Illinois.*

Rodgers has written an excellent, scholarly, thought provoking book on curriculum and

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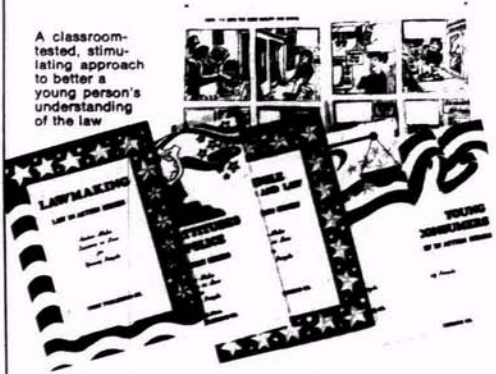
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instruction in the schools which would be appropriate for a textbook in a teacher training program, for administrators, for curriculum directors, and for anyone who enjoys thinking about the process of educational planning. Even though the author has used "Elementary School" in his title, practically all the ideas expressed are equally applicable to any level of education.

This book is not a technical "how-to" manual, but it is rather an attempt to enlighten the reader on some of the critical issues in education today. He begins with a discussion of the knowledge explosion and its implication for "social and educational indicators" which should influence curriculum building and planning.

As one's experience deepens and broadens, reading this type of book can add immeasurably to understanding the processes of instruction which will "enable teachers to change their view of education from something you strive for as an end to one that characterizes education as a means for achieving basic understanding and making personal choices." The author says that one of the purposes of this book is to relate elementary education to the quality of life sought and expected by the majority of our citizens now and in the future.

The author states that he has five major concerns in writing this book. He deals with the social and educational setting of the school; with the elementary school as an idea, an institution, and a concept; with specific aspects of the instructional program of the elementary school; with the instructional support systems of the elementary school; and with issues that are likely to face the elementary school of the future.

Educators purchasing this book would find they have received their money's worth by reading the chapter on "Developing Basic Understandings." In fact, the whole book is extremely well written and is a valuable addition to the literature on curriculum and instruction. □

Creative Survival in Educational Bureaucracies. ***Dale L. Brubaker and Roland H. Nelson, Jr.*** *Berkeley, California: McCutchan Publishing Corporation, 1974. 205 pp.*

Policy Decision Making in Education: An Introduction to Calculation and Control. ***Dale Mann.*** *New York: Teachers College Press, 1975. 210 pp.*

—Reviewed by NORMAN V. OVERLY, *Associate Professor of Education, Indiana University, Bloomington.*

The only thing the two books being reviewed have in common is the general area of their concerns, the number of pages, and authors' first names. On his own, this reviewer would not have selected to read either book from a wider selection of titles; but my limited

perceptivity would have caused me to miss one book that I found very readable and useful, while at the same time it would have saved me the unrewarding task of reading the other.

Dale Brubaker and Roland Nelson, Jr., have written a creative book on the problems of creative survival in educational bureaucracies. Theirs is not a definitive treatment that will satisfy the scholarly reviewer with an instinct for the jugular. They neither promise nor deliver a comprehensive treatment of educational organization. But they have succeeded in writing an eminently commonsensical and carefully developed treatment of how to survive in your chosen profession as a professional rather than as a cog in some other person's bureaucratic scheme.

This is a substantive book that can help the "concerned" educator come to grips with the dilemmas and challenges that have created so much angst among the "romantic critics" of education but so little sense of direction. The authors do not seek to deny or undo what to them is the necessary bureaucratic nature of educational structures. But they do seek to provide meaningful alternatives for meeting the dilemmas of each person's reality. A part of their new way of looking at reality calls for adopting a professional model of decision making for curriculum development and instructional aspects of school organization. The distinction they make between bureaucratic and professional areas of organization speaks directly to the professional concern of curriculum specialists caught in the bureaucratic framework of negotiations. (ASCD would do well to reaffirm its recognition of this distinction.)

This is a noteworthy book because its focus is on teachers and their instructional concerns, an area often not given sufficient attention by administrators and college professors. Furthermore, while addressing themselves to bureaucratic problems from kindergarten to graduate school, Brubaker and Nelson make a strong case for the generalizability of both the framework of educational organizations across traditional age level designations and operational guides to decision making.

The book invites continual involvement of the reader with the ideas presented. Inventories and case studies are placed in useful juxtaposition to discussions of theoretical insight. Readers are expected to evaluate their own understandings and identify their own values and assumptions. The book should prove useful for in-service education of teachers at any and all levels, for private study, and for graduate courses introducing students to bureaucratic organizations and change in curriculum and instruction.

While *Creative Survival* is slightly simplistic in some of its sociopolitical analysis, a wry sense of humor and a straightforward writing style make the book enjoyable and clear, in itself a mark of distinction in educational writing. The result is transmission of a message. Dale Mann, on the other hand, while treating some of the same concerns in *Policy Decision Making in Education*, has elected to use a more scholarly model for his work. The result is a more difficult book to read and a message blurred in transmission.

The effort to clarify the context and terminology for analysis of policy decision making left me confused. A synthesis of approaches to analysis was developed in a very systematic manner, but I could neither sort out the unique contribution of the author nor feel comfortable with his attempts to clarify the complexities of decision making. As the book progressed, I was confused by prescriptive statements when the analysis seemed to call for descriptive data. The fault may lie in limitations and/or assumptions of the reviewer, but in my judgment the author was too calculating and controlled by the technical nature of his approach. He has some key unexamined assumptions about organizations, about the use of power, and about responsibility for decision making. The book may help the administrative theoretician and recognized policy maker or power broker at home in the world of PPBS and a systems approach to management, but it will be a disappointment to anyone seeking alternatives to traditional decision-making models. □

Who Speaks for the Child? *Norman Silberberg and Margaret Silberberg.* *Springfield, Illinois: Charles C. Thomas, Publisher, 1974. 216 pp.*

The Civil Rights of Students. *David Schimmel and Louis Fischer.* *New York: Harper & Row, Publishers, 1975. 348 pp.*

—Reviewed by STEVEN J. FREDERICKS, *Graduate Division Faculty Member, Bank Street College of Education, New York City.*

About the only thing that can be said about these two books' commonality is that one's weakness is the other's strength. Unfortunately, all of the weaknesses reside in *Who Speaks for the Child?* It purports to overturn many of the myths we have about how children learn and behave. The attempt fails on three grounds: lack of documentation, an abundance of contradictions, and a confused and amateurish interpretation of educational theory.

The authors, throughout the text, refer to various "prominent" psychologists and educators, without ever identifying them; research conclusions are presented without any supporting data such as when it took place and who carried it out; and, unbelievably, passages are

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quoted without ever identifying the source—not even a hint! The authors, on page 8, state that "this book is aimed at being a reference book for parents and teachers." The lack of sophistication in terms of nondocumentation points to the condescending approach taken to those persons for whom this book was ostensibly written.

The most critical failing of this book lies with their dangerous interpretation of educational theory. I term it dangerous because many educators have been working extremely hard to counter the misinterpretations that have grown over the years, only to have a book directed to parents and teachers revive the old myths and labels that have retarded educational progress for 50 years. For those of you who read beyond the book jacket blurbs, the statement on page 105 speaks for itself. "If Dewey can be viewed as the father of the bookless curriculum, Marshall McLuhan may be the godfather." I certainly think Dewey deserves better than this.

Paradoxically, the authors did provide me with a closing thought for their book. On page 180, they declare: "This should be enough. It depresses us to try to dredge up any more memories." Amen.

The Civil Rights of Students, on the other hand, is certainly one of the more informative and important books to surface in recent times. At its very least, it is a fine exploration of the history and present status of student rights from a legalistic perspective. The authors present the crucial issues through the utilization of the case approach, which could, given other writers, be tedious and boring. It could be, but it isn't, for the authors provide their own analysis and synthesis, well written and intelligent throughout. Most of the controversial issues of the day are discussed, ranging from freedom of association to racial and ethnic segregation. The appendices provide excellent background information including "how the system works," and "suggestions for classroom use." If there is a flaw to this well researched book, it is only that the selected bibliography is too selective. A more comprehensive listing would have been helpful, but in no way detracts from the important contribution the authors make toward the understanding of the civil rights of students. □

Handbook on Curriculum Development. *Paris, France: Centre for Educational Research and Innovation, Organization for Economic Co-operation and Development, 1975. 178 pp.*

Case Studies in Curriculum Change: Great Britain and the United States. *William A. Reid and Decker F. Walker, editors.* *Boston: Routledge & Kegan Paul, Ltd., 1975. 268 pp.*

—*Reviewed by* EDMUND C. SHORT, *Asso-*

ciate Professor of Education, Pennsylvania State University, University Park.

These two scholarly works deserve to be read carefully by every curriculum specialist working in decision making or in research settings. Considerable insight into the potential of curriculum inquiry for curriculum practice is to be gained from examining the aims and achievements of these books. Some of the ways of improving the conduct of curriculum development, and at the same time, of focusing curriculum research, have been made more intelligible by the presentation and analysis in both volumes of several case studies in curriculum development and change.

In the OECD *Handbook*, case study data from curriculum development projects in 12 European and North American member countries of the Organization for Economic Co-operation and Development are summarized and interpreted in terms of project objectives, programme, staff and organization, evaluation, production, and dissemination, as well as administrative and social context, and problems encountered within the form (system-based or subject-based) of curriculum development adopted. For instance, the role of the teacher in the Schools Council Geography Project (United Kingdom) was found to be extensive from idea to funding to writing to trial to revision. By contrast, in the German Math Project, teachers initially participated in the experimental phase of work directed by university mathematicians, then later when teacher motivation seemed to lag, they were asked to assist in developing materials.

In *Case Studies*, the editors have collected six detailed accounts of curriculum building written by persons intimately involved in either the actual or the reconstructed (from records or interviews) process. The cases include a study of curriculum change and stability in the Gary (Indiana) School System over a 30-year period, innovation by head teachers in 15 North England schools, change to Keynesian economic concepts appearing in American textbooks from 1936-1970, negotiated change in St. Luke's College of Education (England), deliberation in a university-based art project, and Integrated Science in two Scottish schools. The editors intend to "discern general propositions which respect the complexity of the innovative process" as they analyze the six accounts as a whole.

Both books, like another volume of cases recently published by McCutchan (*Strategies for Current Development*, edited by Schaffarzick and Hampson), exhibit the principle that an understanding of curriculum development and change must be grounded in empirical data. The editors have made a commendable start in gathering such data, which can serve as a reality-base for curriculum inquiry and development of guidelines for practice.

The attempts to adhere to this principle, however, yield quite different results in the two books. The conclusions drawn are not of equal value in grasping what is involved in curriculum development and implementation. The difference in their potential usefulness lies in the ways in which the two inquiries were conceived. The *Handbook* sought to analyze a wide range of categories of practice in order to facilitate the formation of new policies and strategies. *Case Studies* sought to record practice in a single category (the form of the decision-making process) and to try to understand it.

To its credit, the *Handbook* identifies a valuable agenda of policy issues that any country or project setting up and managing curriculum development processes must face, such as, how to avoid program fragmentation and assure continuity, what is adequate funding for projects, whether to centralize or decentralize planning, and how to link outside projects with the schools. While it does not produce much verified knowledge of curriculum development, the *Handbook* has teased out through its survey and analysis methods many important issues that should now be subjected to rigorous investigation.

Case Studies, in contrast, has produced, through analysis of even as few as six cases, an impressive theoretical understanding of curriculum change that any careful reader of the several cases can see is firmly grounded in a broad spectrum of reality. It is, of course, a preliminary conceptualization which needs to be reconfirmed by other scholars using a wide range of similar case data. Furthermore, to permit critical assessment of the inquiry procedures utilized, it would be helpful to have an explicit treatment of the rationale behind the focus of study adopted and to discover just how the analytic processes were applied to the case data in order to yield the conclusions drawn. As it stands, however, *Case Studies* confidently sets forth several propositions which help explain, not just recite, what is involved in curriculum development and implementation. □

The Black High School and Its Community. ***Frederick A. Rodgers.*** *Lexington, Massachusetts: Lexington Books, 1975. 127 pp.*

—Reviewed by HERBERT I. LONDON, *Director, University Without Walls, New York University, New York.*

As a result of the research conducted by James Coleman and Kenneth Clark among others there emerged in the 1950's a "liberal" orthodoxy regarding integrated schools that was rigid, unequivocal, and authoritative. So con-

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strained was this set of beliefs that to disagree, or even hedge suggested you were "racist" and "reactionary." Clearly integration was an idea whose time had come. Three hundred years of subjugation for blacks demanded some remedy. But when an idea such as "segregated schools are inherently unequal" becomes a catechism subject only to affirmative nods, the social evidence on which such beliefs rest is not scrutinized and criticized. And there was much criticism that was warranted.

For one thing very few researchers considered the effects of integration on black teachers and administrators. Similarly very few recognized the difference between schools segregated on a *de jure* and on a *de facto* basis. Very few educators examined the consequences of a dramatic increase in the size of the school population on student attitudes. By suggesting that segregated schools were inherently unequal, one ignored the comraderie that resulted from separate racial contacts. One also ignored the feeling of confidence that resulted from competing within one's own group. Segregation was narrowly conceived as a cul de sac with blacks receiving inferior training. However, that was (is?) only part of a rather complex story.

The Black High and Its Community by Frederick Rodgers goes a long way toward establishing a balanced perspective regarding segregated schools. Because his study is restricted to one state (North Carolina), some will undoubtedly argue his conclusions are limited. Yet this comprehensive study of education in one state is in its modest way a major contribution to educational research. Rodgers astutely notes that education is not only reading and math achievement, but the breadth of student experiences during and after the normal school day. By carefully documenting the plight of black teachers and students in integrated schools he points out the questionable dimension of integration heretofore rarely considered. By avoiding the traps of "liberal" orthodoxy on this matter Rodgers is sensitive to the subtle attitudinal changes that accompany basic structural modifications.

Considering the iconoclasm in that conclusion, Rodgers obviously has the power of his convictions. He also has a good deal more. His book has ample evidence to support his claims; an honest and open desire to set the record straight; and a scholarly concern for sound investigative reporting. In short, his is a book that might be read, digested, and reflected on. It might also be a good idea for other scholars to repeat his research methodology in another setting. If Rodgers' book does nothing else, it serves as a worthy reminder that a catechism masquerading as evidence does not make for sound social policy. □

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