Keith Goldhammer, John E. Suttle, William D. Aldridge, and Gerald L. Becker. *Issues and Problems in Contemporary Educational Administration.* Eugene, Oregon: University of Oregon Press, 1967. Pp. 177. $2.00.

School superintendents are now quite aware that they are caught up in a swirling river of social change where the prospects of drowning are imminent. As the book so aptly points out, the old rescue cry of "more research!" is no longer acceptable.

The purpose of the book is to delineate the major problems of the superintendent and the resources available to help him. Unfortunately, there is an abundance of the former and an acute shortage of the latter.

In the opinion of the authors:

> Superintendents perceive that social change is catching up with the schools and the public is now too well informed and too much concerned to be satisfied with glittering generalities. Since the position of the superintendent is particularly the link between the schools and the broader society, it is natural that both the community and the professional staff should look to his leadership. Faced with such expectations, the superintendent can emerge as the hero for meritorious decisions or the scapegoat for unresolved ills. By either evaluation, it is evident that the superintendency has become an increasingly unstable position in American society.

The authors identify six major problem areas for superintendents. The "revolt" by teachers, the community, minorities and parents against the traditional paternalism of superintendents has restricted their freedom. Urbanization has brought about a specialization of relationships for which most superintendents are not professionally prepared. The persistence of faith in Jeffersonian agrarianism makes the superintendent the man-in-the-middle between traditional attitudes and modern conditions. One of the biggest problems for the superintendent in the rise of cultural pluralism is how to make the school relevant for these groups. When values are changing and superintendents feel alienated from urban society, they must search for identity and guiding values. Finally, the superintendent must solve a host of unprecedented problems brought about by technology.

The authors found every avenue of resource for the superintendent inadequate, including the federal government, state agencies, higher education, and the budding regional laboratories. As priorities for action, the authors suggest the following:

i) Preparatory programs for superintendents need to be carefully evaluated and systematically revised.

ii) The U.S. Office of Education needs to provide substantial support for inservice education. Unless many opportunities for self-renewal are available to superintendents, they can rapidly become professionally obsolescent.

iii) New organizational models more in line with the demands of urbanized communities need to be developed for structuring the school organization.

As imperative, the book also stresses the need for a clarification of the superintendent's political involvement in education, more knowledge about subcultures in American society, careful study of the consequences of using schools as agents of social change, evaluation of proposals for change and of new products, and revitalized professional organizations. The book concludes that "one must acknowledge the massive accomplishments of superintendents in directing and improving educational programs through troubled times."

This publication undoubtedly will become a landmark since is constitutes the first systematic effort to determine, categorize, and describe those problem areas which superintendents of public schools perceive to be especially bothersome. Administrators, regardless of their base of operations or specific interest, will appreciate the authors' insightful analysis of problems which are challenging the contemporary school superintendent.

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