

politics which they feel is widely palatable and therefore harmless in the academy.

McLaren wishes to perform analyses of the material and global relations of oppression in his critique of multiculturalism. Thus, he obviously does not want to be accused of political fence-sitting or of ivory tower theorizing as he attempts to use textual criticism to attack real world problems. It is understandable, therefore, that he would want to "get outside the admixtures and remnants of languages – the multiplicity of stereotypical voices that already populate [the educators'] vocabulary and fill up all the available linguistic spaces – in order to find different ways of appropriating or mediating the real" (p. 212). However, by attempting to create a new critical space for himself beyond textuality, whether intentionally or not, McLaren necessarily distances himself from the valuable poststructural critiques of imperialism's totalizing narratives that have been performed during the past decade by a host of postcolonial theorists. And, at the same time, I believe he has inadvertently rejected the poststructural brand of textual criticism that is exemplified in many of the arguments against imperialism that have been clearly and powerfully elaborated throughout *Between Borders*. The chapters by Giroux, Trend, and Watney, for example, demonstrate how to perform deconstructions of the underlying assumptions of whiteness, American cultural imperialism, and heterosexism without resorting to Marxism as a totalizing narrative. If McLaren's desire to confront multiculturalism's "capitalist agenda" means that he must "Always Totalize!" (p. 206), then I would argue that his resistance postmodernism does not provide as liberating a language for critical pedagogy as do most of the other essays in his book.

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Pajak, Edward (1993). *Approaches to clinical supervision: Alternatives for improving instruction*. Norwood, ME: Christopher-Gordon Publishers, 336 pp. (Hardcover).

Morris Cogan is generally credited with formulating the original model of clinical supervision while working with the Master of Arts teaching program at Harvard University in the mid 1950s. Unlike many educational innovations Cogan's ideas have endured, since a variety of writers have, over time, constructed a number of new supervision models that reflect, at least in part,

his original work. Current terms such as coaching, peer supervision, reflective practice, and action research are translations of what he began.

For one wishing to study the evolution of clinical supervision or for a supervisor wishing to identify a specific model for use in a particular context, accessing such information, though not impossible, has not been easy. First, the seminal works of Cogan, Mosher and Purpel, and Goldhammer are no longer in print. Second, some of the contemporary formulations of clinical supervision do not exist as single sources. With this book Pajak offers a partial resolution to this access to information issue by bringing together the conceptions of major writers regarding clinical supervision across the last 30 years. In large measure the result is successful.

In the rather extensive introduction to the book, Pajak offers a brief overview of the history of supervision, discusses the evolution of clinical supervision, and argues that all schools should be moving toward becoming learning communities in which the application of clinical supervision concepts are a part of everyday life. The body of the text is subdivided into four sections in which the models are grouped and discussed around perceived common themes. In chapter 12, the concluding one, Pajak presents no models but offers a framework to facilitate reader organization and possibly application of the plethora of ideas which the book contains.

Each of the chapters in which one or more models is presented is organized around a common format. First a scenario of the model at work is offered. This is followed by an introduction, a description of the model's main features, and finally, a summary. Two points need to be made about this arrangement. First, the scenarios are clearly contrived, contain no meaningful information, and are generally not worth bothering to read. Second, though not harmful, a substantial amount of redundancy emerges from telling what is to come, telling the story, and then summarizing what was told. This method of presentation is much more appropriate for a speech than a textbook.

Regarding specific content, the material in Section I, chapters 1-3, covers the 1960s to early 1980s and includes the traditional clinical supervision models of Goldhammer, Mosher and Purpel, and Cogan. In Section II, chapters 4-5, the author looks at the time from the mid-1970s to the early 1980s and discusses the humanistic/artististic models of Blumberg and Eisner. Chapters 6-8 in Section II, contain the technical/dialectic models developed in the early to mid 1980s by Acheson and Gall, Hunter, and Joyce and Showers. In Section IV, chapters 9-11, Pajak overviews the developmental and reflective models appearing from the mid 1980s forward. Models included here are those of Glickman, Costa and Garmston, Schön, Zeichner

and Liston, Garnan, Smyth, Retallick and Bowers, and Flinders. As earlier noted, the concluding chapter presents no models but rather offers constructive suggestions to ease the readers identification of what model or combination of model ideas might be appropriate for application in the particular circumstances in which the reader needs guidance. This is a most worthwhile addition to the book and might be worth reading before tackling the body of the text to give the reader a frame of reference.

A couple of cautions arising from editorial matters deserve mention because they detract from the quality of the book. First, Pajak makes a point of noting that the discussions are, of necessity, overviews of the far more extensive original works, but that the citations for the original sources appear at the end of each chapter. Unfortunately, that is not always the case. In more than one instance, sources cited in the text do not appear in chapter bibliographies and there is occasional incongruence between dates of publication noted in the text and those noted in the bibliographies. As well, specific details may not always be accurate. For example, Pajak's statement that Acheson and Gall designed 35 techniques for data collection is not correct; they report 38 techniques.

Despite the questionable utility of so much redundancy in this volume and the editorial problems just referred to *Approaches to Clinical Supervision: Alternatives For Improving Instruction* is a valuable work. It provides quick access to 30 years of thinking regarding the practice of clinical supervision and could serve as an appropriate survey text for this area of study.

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McLaren, P. & Leonard, P. (Eds.). (1993). *Paulo Freire: A critical encounter*. New York: Routledge, Chapman and Hall, 194 pp. (Softcover).

This book is about contemporary encounters with Paulo Freire. In a collection of ten chapters, the contributors Stanley Aronowitz, Henry A. Giroux, bell hooks, Colin Lankshear, Peter Leonard, Donald Macedo, Peter McLaren, Ira Shore, Toma Tadeu de Silva, Carlos Alberto Torres, and Cornel West, take the reader through a revisit of Freire's ideas in relation to schools, the workplace, the home, the community, and the university. Through this revisit the authors rediscover Freire's philosophy as well as offering an