

Reviewers: William C. Miller
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Leadership To Improve Schools. Ronald C. Doll. Belmont, California: Wadsworth Publishing Company, Inc., 1972. 340 pp.

—Reviewed by WILLIAM C. MILLER, Deputy Superintendent, Wayne County Intermediate School District, Detroit, Michigan.

If you teach a course designed to prepare educators to become principals or supervisors, you'll want to know about Ronald Doll's new book. Directed specifically at this target group, the bulk of the book emphasizes the leadership role rather than the management function. The manuscript is based on the findings of the behavioral sciences, the thinking and experimentation in educational administration and related fields, and Doll's own extensive experience.

A major portion of the book deals with what Doll terms "the five leadership tasks" (plotting directions for the school; improving teaching, learning, and the curriculum; improving the school as an organizational unit; providing a climate for personal and profes-

sional growth; and providing the best in human and material resources).

Considering the audience at whom the book is aimed, it is a relatively successful effort. The activities and questions which follow each chapter will be useful to the teacher of a leadership preparation course and, at times, stimulating to the students. The notes (references) and further readings are well selected and will be helpful to those who wish to pursue a subject in greater depth. The book contains a large number of lists, examples, checklists, and charts which add to its value.

The amount of space in the manuscript devoted to the human involvement aspects and flexible nature of true administrative leadership seems sufficient; yet the impression the book communicates is that effective educational leadership is, in the main, a logical rather than a psychological matter. Indeed, at one point Doll states, "The biggest leadership problem is people," which reminded the reviewer of the comment that

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"Teaching is great—except for the kids." One of the five leadership tasks Doll identifies is "Plotting directions for the school." This is an unfortunate but revealing term which characterizes the leader as a manipulator and places him in the driver's seat rather than in a cooperative posture where planning and change are concerned. Again, the section on "plotting" gives space to the necessity for involvement but the impression is that such participation is based on a calculated approach designed to marshal support, rather than true openness to the ideas of others.

It's a strange criticism, but the only negative aspect the reviewer noted is that the book provides too organized and calcu-

lated an approach to learning how to be an educational leader. □

Reading, How To: A Peoples Guide to Alternative Methods of Learning and Testing. *Herbert Kohl.* New York: E. P. Dutton and Company, Inc., 1973. 225 pp.

—Reviewed by JESSIE DUBOIS, *Reading Consultant, State Department of Public Instruction, Indianapolis, Indiana.*

Herbert Kohl's newest book *Reading, How To: A Peoples Guide to Alternative Methods of Learning and Testing* is both interesting and informative. In this book,

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Kohl expounds his compassionate yet critical view of existing educational policies and practices just as he did in his earlier books, *36 Children* and *The Open Classroom*. His first two sentences would disturb many educators. "There is no reading problem." "There are problem teachers and problem schools." He goes on to say that if walking and talking were taught in most schools we might end up with as many mutes and cripples as we now have non-readers.

Mr. Kohl oversimplifies the complex process of learning to read. He says the conditions for natural learning are minimal and certainly not mystical or technically complex. For the majority of children his assumption is correct. There are many children, however, for whom exposure to printed materials and someone to pronounce the unknown words is not enough—regardless of how motivated they are and how interesting the topic is.

After Mr. Kohl explains how really simple the reading process is, he lists what he thinks are the basic qualities necessary to enable a person to acquire the skill of reading. He then elaborates on ten conditions which are sufficient to enable people to acquire the skill of reading and to develop the ability to perfect that skill.

In *Reading, How To*, each of the conditions is elaborated upon and in paraphrased form provides the structure for the ten chapters included in the book. Within each of the ten chapters Mr. Kohl makes some important points and is super-critical of many existing educational practices.

Mr. Kohl describes his method of reading diagnosis. It is, in effect, the Informal Reading Inventory which reading professionals and classroom teachers have been using for years. Most educators would agree that standardized tests are misused, misinterpreted, and in many instances inadequate. However, Mr. Kohl is being unfair and unkind in undermining the serious efforts of test writers by stating "it is important to understand that test makers were once test takers and they are often just getting even."

Much of Kohl's book is "How To." He offers some concrete, practical ways to moti-

vate and reach those students who need special attention in reading. He suggests some very interesting ways to use poems, games, and exercises in the classroom. He also lists materials useful for reading instruction which again would be helpful to those seeking a cookbook approach to reading instruction.

Reading, How To concludes with an interesting and perceptive discussion of the so-called problem of motivation. The problem of motivation is a false problem. Kohl writes that all young people want to learn to read. Reading is a problem for young people only if we "readers" make it a problem.

Reading, How To would be informative reading for those outside the educational profession as well as those involved directly in the education of youth (if they can maintain a sense of humor and perspective). □

Analysis and Modification of Classroom Behavior. *Norris G. Haring and E. Lakin Phillips.* Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1973. 196 pp.

Behavioral Management in the Classroom. *Lanny E. Morreau and Marvin F. Daley.* New York: Appleton-Century-Crofts, 1972. 149 pp.

—Reviewed by GERALDINE MARKEL,
Lecturer, Special Education Department, University of Michigan, Ann Arbor.

School personnel responsible for structuring the school environment often find themselves faced with children who do not respond to traditional teaching methods and who consequently continually fail to improve their academic, social, or emotional behaviors. In recent years, behavior modification, the application of laboratory based principles for the management of behavioral problems, has proved its usefulness in the classroom.

The long range goals of behavior management should be the emergence of a self-directed and self-controlled student. Two new books provide teachers and principals with explanations and techniques which they

can quickly learn and apply to attain such goals. In addition they can be read in order to provide self management skills for the educators themselves.

Behavioral Management in the Classroom is an excellently programmed text in behavior management. The design is valuable for the administrator, the teacher, or university student since it provides an explanation of basic principles as well as a series of practicum exercises.

The instructional materials cover answers to questions such as "How do I systematically observe behavior?" "How do I analyze tasks?" and "How do I manage behavior?"

Behavior management of classroom behavior is labeled "Contingency Management." This term is defined as the teacher arranging with the student the expectations of classroom work and the reinforcement or consequences that will follow upon the work completion. This is done in the form of contracts.

The step by step outline of ideas and exercises provides practice necessary to prepare a teacher for such management and a student for participatory decision making. Written contracts with students are the first step toward having students write their own contracts for self selected objectives.

The format of each exercise has a helpful feature in that the answers are checked by using questions. The criteria for the answers can in turn be used for self management by the teacher in other situations. Finally there is a short but valuable bibliography of articles, books, and journals.

Just as teachers serve as models for their students when setting objectives and providing positive reinforcement or feedback, the principal can serve as a model for teachers.

Analysis and Modification of Classroom Behavior is an excellent introduction to the use of behavioral approaches in the school environment for teachers and administrators.

Although the book is ostensibly geared for the teacher of students with serious learning disabilities or maladaptive school be-

havior, school personnel who would adapt the author's principles to their own responsibilities would be well rewarded.

The chapter, "Behavior Analysis and Design of Program" illustrates the specific techniques principals could model, encourage in classroom teachers, or establish at in-service workshops. The same techniques principals model are those recommended for teachers dealing with children. These include the establishment of terminal goals, reinforcement for successive approximations toward the goals, records of progress, and decision making based on performance data. Another chapter, "Programmed Instruction and Behavioral Control" includes a critical section on systems analysis and its influence in instruction.

The authors feel that feedback is critical and define it as information on performance which is used to guide future actions. Positive feedback then serves as reinforcement so that individuals can increase accurate responses or adjust incorrect responses by gaining information on their own performance.

The explanations and examples of feedback would serve as a guide for principals, as well as teachers, who want to provide conditions most conducive to improved student or personnel performance.

Both books should be viewed as a means of initiating and maintaining student self management. The control of behavior should be a temporary condition that is tolerated until students are skilled enough to plan and attain their own educational objectives.

In order for teachers to help students become self managed two conditions should be satisfied. The technical knowledge should be learned and practiced, and appropriate aspects of behavior management modeled by administrators.

Behavioral Management in the Classroom provides opportunities for both conditions to be met because teachers as well as principals can read and complete the exercises as related to their own professional responsibilities. Therefore if time permitted use of only one book, this programmed text would be recommended first. □

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