

Book Reviews

School Leadership: Handbook for Survival.

Stuart C. Smith, Jo Ann Mazzarella, and
Philip K. Piele, editors.
Eugene, Oregon:
ERIC Clearinghouse on Educational
Management, 1981.

—Reviewed by William Huckaby, Assistant
Director, Greeneville Campus, Walters
State Community College, Morristown, Ten-
nessee.

Books with several contributing authors often lack unity of purpose and consistency of tone and style, but *School Leadership* is an exception. Each chapter supports the view that principals can make a difference and that most of the requisite skills can be learned and/or developed. Each writer believes that administrators realize their potential when they understand and exercise leadership.

Although it could and probably should be read through cover to cover, any section of this book can be consulted independently as a source of information relative to specific problems.

The authors and editors have effectively integrated theory and practice and have distilled the "most useful aspects of research with the most thoughtful recommendations for action," synthesizing relevant sources in each area. The result is a highly readable work, basically sound and immediately useful.

Each of the 12 chapters addresses leadership in relation to topics grouped into three sections: the person, the structure, and the skills. Each section emphasizes applications of research, implications for selection and training of administrators, sources for additional study, and suggestions for daily practice and self-analysis.

The first, more theoretical, section draws a portrait of effective leaders, examines special problems of women and blacks in administration, and discusses approaches to analyzing and classifying leadership styles. Who are effective leaders? They are secure individuals who interact well with others, communicate effectively, and are keenly aware of the goals and objectives they wish to achieve. They are also willing to take the initiative, sometimes



stretch the rules to get things done, and never forget the importance of compromise.

The second section introduces and supports two types of structure conducive to and dependent on the exercise of leadership: school-based management and team management. Both can work, but each requires considerable effort, a significant change in status quo for most school systems, and strong support from both board and superintendent. Participative management is supported as basically consistent with our democratic ideals and capable of contributing to better decisions and greater job satisfaction. This section ends in a discussion of the importance of school climate.

The final section offers excellent recommendations for improving communications, planning and carrying out more effective meetings, managing time and stress, maximizing constructive conflict while minimizing destructive conflict, and analyzing and solving problems.

Although I differ with a few of their conclusions, the authors seldom generalize beyond the evidence they present and manage to retain the theory/practice balance they sought to achieve. In Thomas Sergiovanni's words, this book "measures up to the standards of quality and usefulness professionals have a right to expect."

Available from ERIC/CEM, University of Oregon, Eugene, OR 97403 for \$13.95.

Morality and the Schools.

Robert S. Wicks.
Washington, D.C.:
Council for Basic Education, 1981.

—Reviewed by Evelyn Holman, Board of

Education of Frederick County, Walkersville, Maryland.

Few books demand to be bought as well as read; still fewer repay facing purchase order red tape to order copies for dissemination. *Morality and the Schools* merits both. Well-written, precise and educationally sound, Robert Wicks's small book (22 pages) treats "values clarification" and "moral education" in the needed framework of education's purpose, a too-frequently ignored context.

Recognizing the conflicting agendas in our society, as well as education, Wicks questions "values" and "moral" education as begging the larger issues in moral education, indeed all education. Rather than adding courses, he believes that adequate treatment of subject matter includes moral issues.

That Wicks says so much in so few words reflects fine writing and thoughtfulness applied to a complex issue. Refreshing in its insight and brevity, this small gem at \$2 is the best educational bargain around.

Available from Council for Basic Education, 725 15th St., NW, Washington, DC 20005 for \$2.

A Guidebook for Discipline Program Planning.

James K. Nighswander.
Cambridge, Massachusetts:
Oelgeschlager, Gunn & Hain, Publishers,
Inc., 1981.

—Reviewed by Mildred Ness, Rochester
Public Schools, Rochester, New York.

Discipline problems defy easy solutions, but here is a plan that works! Not a program in itself, but a systematic model, a blueprint, is offered as a process that has been successfully applied where school and community are committed to change.

The model begins with the organization of a planning committee and moves step-by-step through each process component. The sequence includes: operational procedures, solution alternatives, reporting procedures, public communications, an evaluation plan, and, most important, effective implementation.

For review there are summaries and

checklists at the close of each chapter with examples of successful strategies and sample surveys.

The *Guidebook* is very applicable and adaptable at the local level.

Available from Oelgeschlager, Gunn & Hain Publishers, Inc., 1278 Massachusetts Ave., Harvard Square, Cambridge, MA 02138 for \$22.50.

Rural Community Development: A Program, Policy, and Research Model.

Stephen J. Fitzsimmons and Abby J. Freedman.

Cambridge, Massachusetts:
Abt Books, 1981.

—Reviewed by Murry Nelson, *The Pennsylvania State University, University Park, Pennsylvania.*

Rural education has been "rediscovered" in the past five years and school people have sought books that can provide insight on practical concerns for rural schools. This is, unfortunately, not one of those books. Drawing on five years of data from the NIE-funded Experimental Schools project, the book attempts to do too much. The data from the ten sites becomes too brief, too antiseptic to convey the passion of rural school life and thought.

There are excellent tables and appendices galore but this is a book for social scientists, not rural educators, since it ignores school life.

Available for \$28 from Abt Books, 55 Wheeler St., Cambridge, MA 02138.

Curriculum and Instruction: Alternatives in Education.

Henry A. Giroux, Anthony N. Penna, and William F. Pinar, editors.

Berkeley, California:
McCutchan, 1981.

—Reviewed by George Willis, *University of Rhode Island, Kingston, Rhode Island.*

A new, "reconceptualist" approach to curriculum is challenging technocratic ethos and essentially conservative social ideologies that have characterized heretofore dominant "traditional" and "social scientific" approaches. Reconceptualists emphasize how personal consciousness is linked with social analysis as the basis for all sound educational practice.

This book includes sample readings from each approach and demonstrates how all three approaches extend from curriculum to instruction to evaluation.

The book's primary value is as an incisive explanation of the reconceptualist ideas that may have a major influence on American education in the 1980s.

Available from McCutchan Publishing Corporation for \$20.50.

Sex Equity Handbook for Schools.

Myra P. Sadker and David M. Sadker.

New York:

Longman, Inc., 1982.

—Reviewed by Carolyn Jurkowitz, *Diocese of Columbus, Department of Education, Columbus, Ohio.*

Sex discrimination in the classroom is insidious, debasing, reprehensible, and pervasive. Fortunately, it also is treatable.

The *Sex Equity Handbook* describes both the malady and the treatment. It documents inconsistencies that distinguish teachers' interactions with and expectations for boys and girls. It abounds with activities for raising consciousness, exposing sexism in instructional materials, and tracking bias in classroom teaching. Over half of its pages are given to catalogs of lesson plans and educational resources.

I disagree with the Sadkers on one major point though: They contend that armed with research and techniques, teachers can singlehandedly win the war against sex discrimination. Unfortunately, teachers alone cannot cure this or any other social ill.

Available from Longman, Inc., 19 West 44th St., New York, NY 10036 for \$17.95.

The 4 MAT System: Teaching to Learning Styles with Right/Left Mode Techniques.

Bernice McCarthy.

Arlington Heights, Illinois:
EXCEL, 1980.

—Reviewed by J. Robert Hanson, *Hanson Silver & Associates, Inc., Moorestown, New Jersey.*

McCarthy's innovative work will be useful to those in curriculum design and evaluation. David A. Kolb's learning styles theories, Piaget's stages of development, and the works of Paul Torrance and Herbert Epstein on brain function and development have been incorporated into a "spiral model" indicating

potential relationships of the variables to one another. Certainly this book contributes to an appreciation of the complexity and diversity of individual learning styles.

Perhaps the book's most important contribution is the linking of Piaget's research and Epstein's brain development work. The implications of this work need extensive research but point the way to improved classroom management practices.

Available from EXCEL, 600 Enterprise Dr., Suite 101, Oak Brook, IL 60521 for \$25.95. Includes shipping and handling.

Schools for Young Adolescents: Adapting the Early Childhood Model.

Stephanie Feeney.

Carrboro, North Carolina:

The Center for Early Adolescence, 1980.

—Reviewed by Lorraine Scott, *University of the Pacific, Stockton, California.*

Unlike their early childhood counterparts, many schools for young adolescents are not established with developmental criteria for learning environments and teacher characteristics. In her paper Stephanie Feeney suggests that such criteria can and should be used to improve student outcomes and reduce incidences of failure so common with 10- to 15-year olds.

Middle and junior high school educators in particular will find this a practical paper. Feeney compares early childhood and early adolescence in physical, intellectual, social, and emotional development and provides a set of continua to help teachers apply these perspectives.

This short, easy-to-read paper is based on successful experiences in a center for adolescents and includes an annotated bibliography.

Available from Center for Early Adolescence, Department of Maternal and Child Health, School of Public Health, Suite 223, Carr Mill Mall, Carrboro, NC 27510.

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A Response to Robert Hillerich

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Frith, Uta, ed. *Cognitive Processes in Spelling*. London and New York: Academic Press, 1980.

Henderson, Edmund H., and Beers, James W., eds. *Developmental and Cognitive Aspects of Learning to Spell: A Reflection of Word Knowledge*. Newark, Del.: International Reading Association, 1980.

Hodges, Richard E. "In Adam's Fall: A Brief History of Spelling Instruction in the United States." Edited by H. Alan Robinson. In *Reading and Writing in the United States: Historical Trends*. Urbana, Ill. and Newark, Del.: ERIC Clearinghouse on Reading and Communication Skills, and the International Reading Association, 1977.

Hodges, Richard E. "The Language Base of Spelling." Edited by Victor Froese and Stanley B. Straw. In *Research in the Language Arts: Language and Schooling*. Baltimore: University Park Press, 1981a.

Hodges, Richard E. *Learning to Spell*. Urbana, Ill.: ERIC Clearinghouse on Reading and Communication Skills, and the National Council of Teachers of English, 1981b.

Horn, Ernest. "Principles of Method in Teaching Spelling, as Derived from Scientific Investigation." Edited by G.M. Shipple. In *Fourth Report of the Committee on Economy of Time in Education*. Bloomington, Ill.: Public School Publishing Company, 1919.

Read, Charles. *Children's Categorizations of Speech Sounds in English*. Urbana, Ill.: National Council of Teachers of English, 1975.

Read, Charles, and Hodges, Richard E. "Spelling." Edited by Harold Mitzel. In *Encyclopedia of Educational Research*. 5th ed. New York: The Macmillan Company, in press.

Hillerich Replies:

I'm surprised that Professor Hodges didn't discuss the omission of two concerns we both share: (1) the need for exploration of language—for pupils themselves to become "linguists" as they manipulate their language phonologically, morphologically, semantically, and syntactically; and (2) the role of poor letter formation as a contributor to "spelling errors."

Instead, his critique was based on two points. First, he implied that evidence from the turn of the century is outdated, even though it continues to mount and be supported today. He did not elaborate on the "other conceptions of spelling" (Hanna and others, 1971; Groff, 1979; most spelling programs of the past half century), which were, how-

ever, addressed in one of his own citations (Frith, 1980): "One might say that whilst average spellers spell by rule, good spellers spell by rote" (p. 247).

Hodges explains "other conceptions" in terms of current research on the development of spelling ability. Such research, though significant, seemed irrelevant in an article dealing with instructional method. Such findings are important in suggesting levels of development, from random spelling to the consideration of sounds in words. While these findings offer little guidance in terms of diagnostic value for skills instruction, they do reaffirm that "sound" spelling is not necessarily "correct" spelling (Hillerich, in press).

Certainly, we'll probably never be able to say "the truth is all in," yet practitioners must be guided by whatever "truth" is in to date.

References

Frith, Uta, ed. *Cognitive Processes in Spelling*. London and New York: Academic Press, 1980.

Groff, Patrick. "Phonics for Spelling?" *The Elementary School Journal* 79 (May 1979): 269-275.

Hanna, Paul R.; Hodges, Richard E.; and Hanna, Jean S. *Spelling: Structure and Strategies*. Boston: Houghton Mifflin, 1971.

Hillerich, Robert L. "Spelling: What Can Be Diagnosed?" *The Elementary School Journal*, in press.

Book Reviews (continued from p. 623)

Handbook of Teacher Evaluation.

Jason Millman, editor.
Beverly Hills, California:
Sage Publications, Inc., 1981.

—Reviewed by John C. Daresh, University of Cincinnati, Cincinnati, Ohio.

It is refreshing to pick up a "handbook" that does not insult the reader with a series of exhortations concerning "how to do" something in all schools. This is particularly true when the subject is an issue as complex and sensitive as teacher evaluation.

Millman examines numerous aspects of teacher evaluation, from the use of student and peer assessment to the political context of formal evaluation strategies. Something remarkable in the individual chapters (featuring such

contributors as Robert Travers, Michael Scriven, John McNeil) is the sense of continuity.

Public school practitioners may question, though, the implication in a few chapters that the evaluation procedures are for use at the college or university level, but this is only a slight shortcoming, particularly if one assumes that teaching practices can and should be improved through systematic evaluation at all levels of schooling.

Available for \$27.50 from Sage Publications, Inc., 275 South Beverly Dr., Beverly Hills, CA 90212.

Don't Blame the Kids: The Trouble With America's Public Schools.

Gene I. Maeroff.
New York:

McGraw-Hill Book Company, 1982.

—Reviewed by Arthur Steller, Shaker Heights City School District, Shaker Heights, Ohio.

Most critics of public schools wrap up educational problems in neat packages with ribbons of blame. Children have now become the latest scapegoats in the packages, and Gene Maeroff, an education writer for *The New York Times*, says that is akin to charging the victim with culpability. According to Maeroff, "The quality of schools depends on adults, not kids." In that statement he includes judges, politicians, parents, taxpayers, and many others.

Besides dispelling the notion that the trouble with America's public schools lies with the kids, Maeroff warns against the emergence of a "rationale failure." He says our efforts should be directed, instead, toward studying and cloning schools that have overcome the odds. Maeroff's book should be among this year's more popular works on education.

Available from McGraw-Hill Book Company, 1221 Ave. of the Americas, New York, NY 10020 for \$14.95.

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