

DIFFERENCES BETWEEN ELEMENTARY AND SECONDARY EFFECTIVE SCHOOLS

We regret that we unintentionally omitted Figure 1 from "Prescriptions for Effective Elementary Schools Don't Fit Secondary Schools," by William A. Firestone and Robert E. Herriott, in the December issue. The table shows that teacher responses were significantly different on two measures of climate and

one of leadership. This suggests that some of the features that characterize effective schools are significantly less prevalent in secondary than in elementary schools. For a more complete explanation see pages 51-52, December 1982.

—THE EDITORS

THE BARGAINING GAME

I have just read with interest Stanley Cherim's lament on collective bargaining in your November issue. Judging by his words, Cherim appears to be a concerned and intense gentleman who has let the bitterness of his recent strike experience color his judgment about the entire collective bargaining process. Further, much like all true believers, he seems to want to impose his own notions of right, justice, equity, and "consensus" on everyone else.

As the representative of 11 public employers (including nine school boards, one board of fire commissioners, and one public library board of trustees), I certainly agree with Cherim's abhorrence of strikes and the ill will they generate. However, I suggest that his metaphor for bargaining as a "game" that is inevitably adversarial, hypocritical, dishonest, and evil reflects more on Cherim's perceptions of himself and others than it does on the collective bargaining process itself.

It may be impossible for Cherim to understand, but the very result he urges—"creativity and the exploration of innovative pathways toward problem solving"—are daily occurrences between parties who have established a mature relationship; even—perish the thought—a mature collective bargaining relationship.

Those of us who on a daily basis deal with collective bargaining, negotiations, grievances, arbitrations, unit clarifications, unfair labor practices, and so on, recognize them for what they are: reflections of a social policy adopted by the United States Congress in 1935 and later by numerous state legislatures, that forces people into a room to talk to each other about items of mutual concern: wages, hours, and terms and conditions of employment.

Cherim seems constantly to be stuck in rooms where people are evil, hypocritical, boorish, adversarial, and who of

Figure 1. Mean Score of the Average Elementary and Secondary School in the RBS Sample on Climate and Leadership Measures

	Direction Promoting Effective Schooling	School Level		Statistical Significance of Between Level Difference*
		Elementary	Secondary	
A. Climate Measures				
1. Goal Consensus ¹	High	.440	.246	p < .001
2. Percent of Teachers Ranking Basic Skills First in Importance	High	44.3	30.3	p < .001
B. Leadership Measures				
1. Centralization of Influence: Classroom Management ²	High	-1.33	-1.79	p < .001
2. Centralization of Influence: Programming and Staffing ²	High	0.57	0.46	n.s.
3. Administrator-Teacher Communication ³	High	1.43	1.29	n.s.
4. Facilitative Leadership ³	High	3.63	3.35	n.s.

*Based on a two-tailed t-test

¹1 = complete agreement, 0 = completely random pattern of goal rankings

²+3.00 = major principal influence, -3.00 = major teacher influence, 0.00 = equal influence

³0.00 = low, 5.00 = high

course do not share his own concern for "the whole of human dignity." My, my. Such rooms, such judgments, such anger.

Hard as it might be for Cherim to believe, there are rooms where employers and employees work hard to understand each other, successfully achieve peaceful agreement of items of mutual interest, and emerge not only with a deeper understanding of, but a deeper appreciation for, each other.

I rather think Cherim's problem lies not in his rooms, but in himself.

CHUCK FOSTER

Bellingham, Washington

Stanley Cherim Replies:

I believe Chuck Foster has misunder-

stood what I was trying to say and why I said it.

First, my judgment was not colored by the "bitterness" of the strike. There was no bitterness. The "system" trapped all of us in a work-stoppage that was stupid and unnecessary. This conviction was widespread and had nothing to do with a more-righteous-than-thou posture on my part.

Second, the metaphor for bargaining as a "game" that "is inevitably adversarial, hypocritical, dishonest, and evil" is a perception that was shared vocally and often by all the bargaining participants in our off-the-record discussions. In my article I tried to make clear that my quarrel is with the "system" and not with people. My relationship with par-

ties on both sides of our bargaining table is one of warm cordiality and mutual respect. I have never been stuck in "rooms where people are evil, hypocritical, boorish. . . ." My contention is that the adversarial system often obligates good, honest, and intelligent people to act that way as participants in the "game." The tacit acceptance of a double standard of moral and ethical behavior is the essential tragedy. The split of our college community into "us" and "them" is not an imagined outcome; it is a reality that has subtracted much from the quality of our lives.

Third, Foster has extrapolated my observations on unionism in small colleges to a broad condemnation of collective bargaining everywhere. That was

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not my intent. In the limited area of small college communities, I believe more attractive and effective alternatives to adversarial gamesmanship can be found. I would hope that Foster and I could cope with honest differences of opinion without his suggesting that I am judgmental and angry. As a labor relations specialist, he should be more expert than I in separating issues from personalities.

"Mature" collective bargaining can "work," of course, but just as a carpenter can make a rock "work" for hammering nails, one must wonder if there isn't a better way.

CURRICULUM FOR THINKING

"Research Synthesis on the Science Curriculum Projects of the Sixties" (October 1982) may turn out to be one of the most valuable contributions to education in many years. Additional work should be done to determine if similar findings would result relative to other areas of the curriculum affected by the reform movement of the 60s.

Although the implementation process of these projects could have been improved by working with the hearts of teachers as well as their minds, some of the finest learning materials ever devel-

oped for students in science, mathematics, and the social sciences were discarded for political and not educational reasons.

While this is not the place to dwell on the problems inherent in the back-to-basics movement, the comments of the authors of this article about growth in basic skills by students using these materials are of particular value. Perhaps we may yet come to understand that frontal attacks on "skills deficits" do not enhance the development of thinking and problem solving skills and more surely are not educative.

KEN MICHAELS

North Miami Beach, Florida

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