

# Book Reviews

## The Meaning of Educational Change.

Michael Fullan.  
New York:  
Teachers College Press, 1982.

—Reviewed by William Bailey, University of Delaware, Newark.

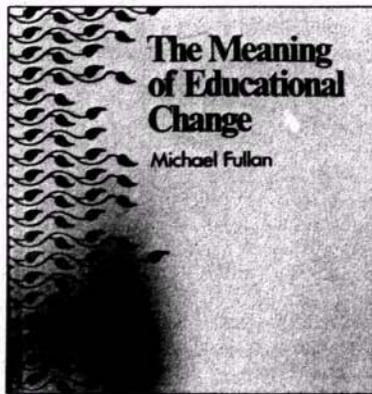
Michael Fullan, an established researcher whose contributions to change implementation are well-known by the "innovation establishment"—to use a Fullan coined phrase—pulls together much of his work and leading scholarly studies into this dynamic, one-volume package that tells just about everything a person needs to know about educational change.

Part I, "The Meaning of Educational Change," reports what has actually taken place as a result of formal change efforts and discusses how we know if the change was worthwhile. Just what is the meaning behind all these change projects—both successes and failures? Fullan states:

We have to know what change looks like from the point of view of the individual teacher, student, parent, and administrator if we are to understand the actions and reactions of each; and if we are to comprehend the big picture, we must combine the aggregate knowledge of these individual situations with an understanding of organizational and interorganizational factors which influence the process of change as government departments, intermediate agencies, universities, teacher federations, school systems, and schools interact.

Part II offers something for everyone because each chapter deals with the roles of all those represented in Fullan's quote. Part III, "Educational Change at the Regional and National Levels," builds on a thorough study of resources and includes significant research and evaluation studies that have dealt with innovation, problems with change, processes of adoption, and implementation and planning for change. The appendix is helpful, the bibliography impressive, but the index is meager, considering the text.

I have to disagree with Fullan's purported target population. His book, as I perceive it, is more for university professors and students than professionals, practitioners, and lay people. But it's



not Fullan's fault that many time-pressured administrators want quick formulas and easy answers, and as Fullan aptly explains, quick successes are not likely. Successful change is a complex, multi-variate business.

The book synthesizes recent studies in school effectiveness and reviews classic studies such as the Rand projects. A chapter entitled the "Sources of Educational Change," contains interesting treatments of philosophical bases of change and a thought that sometimes change efforts need to be rejected. Rejection of innovation as a positive phenomenon is an interesting perspective. Fullan stresses that change, which is time-consuming, places the greatest burden on principals. And he makes a specific point about the necessity of teacher involvement in the change process, and by that he does not mean a token teacher on a major committee or team.

I don't think his coverage on organization development is as adequate as others (Schmuck and others, 1977; Owens and Steinhoff, 1976). But I can point out that he documents all significant value statements with current references—the book is almost encyclopedic in style.

All in all, the volume contains the best single coverage of theory, research, and evaluation of recorded change efforts in the United States and Canada that I have ever read. If you're part of the innovation establishment, it's an essential part of your library. If you're

looking for easy answers to complex problems—save your money.

Available from Teachers College Press for \$18.95.

### References

Owens, R., and Steinhoff, C. *Administering Change in Schools*. Englewood Cliffs: Prentice-Hall, Inc., 1976.

Schmuck, R., and others. *The Second Handbook of Organization Development in Schools*. Palo Alto: National Press Books, 1977.

## Studies in Curriculum Decision Making.

Kenneth A. Leithwood, editor.  
Toronto, Ontario, Canada:  
The Ontario Institute for Studies in  
Education Press, 1982.

—Reviewed by William Schubert, University of Illinois, Chicago.

The frequent complaint that curriculum decision-making literature is long on theory and short on practice cannot be applied to this book. Leithwood presents 15 concrete studies of educational practice. That most of the 16 authors are Canadian and conducted their research in Canada does not hamper their relevance to U.S. schools and elsewhere because their goal was to "paint a broad picture of curriculum decision making."

Organized into three sections, each section of the book pertains to a different dimension of decision making in planned educational change: (1) how curriculum decisions are made by teachers, (2) interventions in the decision-making process by consultants, administrators, university change agents, publishers, and government officials, (3) guidelines for improving curriculum decision making. The editor's explanation of a conceptual model provides the cohesion for a rather diverse set of studies. Curriculum scholars and practitioners alike should have this book in their curriculum libraries.

Available from The Ontario Institute for Studies in Education Press, 252 Bloor St. West, Toronto, Ontario, Canada M5S 1V6, for \$18.95.

---

**Liberty and Justice for Some:  
Defending a Free Society from  
the Radical Right's Holy War  
on Democracy.**

David Bollier, *People for the American  
Way, Washington, D.C.*

New York:

Frederick Unger Publishing Company.

—Reviewed by J. Charles Park, Professor of  
Education, University of Wisconsin-  
Whitewater.

David Bollier takes aim at the dangerous statements of leaders from the New Right and removes the venom from righteous bites like "secular humanists control our schools." He uses quotes, the issues, and resources to document the radical right campaign now being waged against religious freedom, educational integrity, and public policy.

Buy this book and share it with school board members, administrators, teachers, librarians, and the folks in your home town.

Available from People for the American Way, 1015 18th St., N.W., Washington, D.C., or Frederick Unger Publishing Co., 250 Park Ave. South, New York, NY 10003, for \$9.95.

---

**Job Burnout in Public  
Education: Symptoms, Causes,  
and Survival Skills.**

Anthony J. Cedoline.

New York:

Teachers College Press, 1982.

—Reviewed by D. John McIntyre, Southern Illinois University, Carbondale, Illinois.

Anybody who spends an afternoon in a public school teachers' lounge becomes acutely aware of burnout in education. Cedoline prescribes specific techniques to prevent and remediate individual distress in job situations. Particularly appealing is his description of steps for school districts to take to create a less stressful, more positive environment for its staff.

In a time when stress is playing a larger role in the lives of teachers and administrators, *Job Burnout in Public Education* should be required reading for all educators.

Available from Teachers College Press for \$19.95.

---

**Teaching Communication and  
Reading Skills in the Content  
Areas.**

Dorothy Grant Hennings.

Bloomington, Indiana:

Phi Delta Kappa, 1982.

—Reviewed by John Myers, Tennessee Technological University, Cookeville, Tennessee.

Elementary and middle grades teachers should like this short monograph on teaching communication skills in the content areas. Packed with ideas, strategies, case studies, recent research, and comprehensive reference lists, the work excels in two areas: (1) it does a fine job of covering theoretical bases while offering practical models and applications; and (2) the text organization is clear and concise. The author has researched the subject well, organized her ideas well, and written a fine resource that touches on all facets of teaching communication skills through content.

Available from Phi Delta Kappa, Eighth & Union Ave., Box 789, Bloomington, IN 47402, for \$5.

---

**The Reagan Experiment: An  
Examination of Economic and  
Social Policies Under the  
Reagan Administration.**

John L. Palmer and Isabel V. Sawhill,  
editors.

Washington, D.C.:

The Urban Institute Press, 1982.

—Reviewed by Arthur J. Lewis, University of Florida, Gainesville.

Placing Reagan's social and economic policies in perspective, this nonpartisan report characterizes the Reagan counterrevolution as potentially profound but still in its infancy. However, as all educators know, the already enacted changes in spending are substantial. In combination with deficits and the economy's overall poor performance, the current changes require major adjustments by educational institutions. Thus, as the report concludes, even if the Reagan counterrevolution proceeds no further, its "legacy will extend well beyond President Reagan's term in office."

Available from The Urban Institute

Press, 2100 M St., N.W., Washington, D.C. 20037, for \$12.95.

---

**Improving Spelling and  
Vocabulary in the Secondary  
School.**

Richard E. Hodges.

Urbana, Illinois:

National Council of Teachers of English,  
1982.

—Reviewed by Robert Walch, Carmel High School, Carmel, California.

Combining a modicum of theory and research with over 50 practical activities, Hodges provides the tools for classroom teachers to create viable vocabulary/spelling programs.

He uses four general activity areas: (1) exploring word forms and letter constraints, (2) seeing relationships between and among words, (3) how new words enter the language, and (4) dictionaries, proofreading, and meaning.

The beauty of this program is its simplicity. A little teacher enthusiasm, a good dictionary, and a blackboard are the only prerequisites.

Available from National Council of Teachers of English for \$4.

---

**The School Principal and  
School Desegregation.**

George W. Noblit and Bill Johnston,  
editors.

Springfield, Illinois:

Charles C. Thomas Publishers, 1982.

—Reviewed by George Henderson, University of Oklahoma, Norman.

Various ethnographic studies clearly illustrate that the most perfunctory aspect of school desegregation is placing ethnic majority and minority group individuals within close proximity. It is difficult to get these individuals to accept each other and to interact positively with each other.

This text provides cogent examples of administrator, teacher, and student behaviors that facilitate and impede successful school desegregation. It is a much needed process-oriented approach to school desegregation.

Available from Charles C. Thomas Publishers, 2600 South First St., Springfield, IL 62717, for \$21.75.

Copyright © 1983 by the Association for Supervision and Curriculum Development. All rights reserved.