Theory Z School: Beyond School Effectiveness
Paul S. George
Columbus, Ohio:
National Middle School Association, 1983.
—Reviewed by Frank Arone, Clarkstown Public Schools, West Nyack, New York.

If schools are to be productive in the years ahead, this slim volume declares, they have little choice but to learn from corporations and other institutions that do not anticipate additional resources yet must maintain or increase output.

This work builds on the thoughts of Ouchi, who outlined in *Theory Z* how and why American corporations should learn from the success of Japanese business practices. After describing Ouchi’s principles, George draws parallels from U.S. effective schools research and constructs from these ideas a model to foster more and better school productivity.

George’s content taps available research findings well, and with the clarity of his style and format, results in an informative, thought-provoking read for either the professional educator or the interested lay person.

Available from National Middle School Association, P.O. Box 14882, Columbus, OH 43214, for $5.95.

Leadership and Organizational Culture
Edited by Thomas J. Sergiovanni and John F. Corbally
Champaign:
—Reviewed by William Bailey, Department of Educational Development, University of Delaware, Newark.

Behavioral scientists have been trying for years to determine how leadership affects organizations. Editors Sergiovanni and Corbally view this relationship as a cultural expression that is broader and more complex than theories that fix on management styles as key determinants. The cultural perspective is especially important in understanding loosely structured organizations like schools.

Some of the noteworthy contributors to this book of readings include Warren Bennis, Peter Vaile, William Foster, and Graham Allison. These writers comprise a broad spectrum representative of education, consulting, research, and management, and neatly blend their perspectives with the book’s central theme. Their diverse viewpoints all trained on this one subject give this book a unique character.

Available from University of Illinois Press, Box 5081, Station A, Champaign, IL 61820, for $25.95.

Class Size and Instruction
Leonard S. Caben, Nikola Filby, Gail McCutcheon, and Diane W. Kyle
New York:
—Reviewed by Art Steller, Mercer County Public Schools, Superintendent of Schools, Princeton, West Virginia.

Most research studies on class size search for a magic number for ideal learning, classroom management, or other educational factors. The study reported in this book attempts to clarify how class size affects instruction.

The bulk of the book vividly describes the two schools and four classrooms studied. Abundant documentation of observations, in spite of being well written, will probably interest only a limited audience. A stronger feature of the book is the authors’ view of how to conduct research about teaching and learning, since the classroom observation instruments and techniques the study used have wide applicability.

The book’s final chapters have that pragmatic sense so often associated with practitioners. For instance, recognizing that schools have limited funds, the authors propose that educators reduce class size for at least part of the day. Researchers will find the methodology and design of the study interesting, though not revolutionary, and the implications for practice could lead to beneficial instructional adjustments.

Available from Longman, Inc., 1560 Broadway, New York, NY 10036, for $25.00.

Better Than School
Nancy Wallace
Burrard, NY:
—Reviewed by Joan Seliger Sidney, Eastern Connecticut State University, Willimantic.

Why, in this world of educational options, would parents choose home-based education? Nancy Wallace describes, in the first person, how formal schooling interfered with her son’s learning until, in desperation, she and her husband took over the boy’s education. They were encouraged and advised by writer John Holt, (How Children Learn, Teacher Your Own, and others) they overcame school board resistance, and they developed and implemented a curriculum to motivate their son.

Wallace’s book is more than how-to instruction, though it is filled with practical suggestions. It aims to empower parents, to encourage them to make their homes into “real living centers, satisfying and nurturing
places not just for children, but for all of us."
Available from Larson Publications, 4936 Route 414, Burdett, NY 14818, for $14.95.

The Pupil as Scientist?
Rosalind Driver
Milton Keynes, England
The Open University Press, 1983.
—Reviewed by Russell H. Yeamy, Professor of Science Education, University of Georgia, Athens.

The Pupil as Scientist, from the very first chapter, attacks the inductive approach common in the teaching of science. The old guard may scream, "Heresy!" but the author lays down a convincing argument that prefers a constructivist approach based on pupils' present conceptual frameworks.

Driver offers suggestions to bridge theory and practice, leading to a developmental approach to science teaching and learning. With this strategy, pupils are encouraged to develop a mental model to interpret phenomena, even if it is incorrect and must eventually be revised; the author believes this multistep learning process is preferable to students being confused by a sophisticated adult model.

Many readers may balk at the idea of teaching something that must later be unlearned, but the author notes that this building, testing, and revising process is natural to the growth of scientific knowledge. This issue, and this book, will engage anyone concerned with the teaching of science.

Teacher Unions in Schools
Susan Moore Johnson
Philadelphia
—Reviewed by Roy R. Pellicano, New York City Public Schools City University of New York.

To what extent has collective bargaining altered the relationship between principals and teachers? To what extent has collective bargaining shifted authority from the individual to the collective teacher and substituted a set of formal relationships that diminish the face-to-face humanity of organizations?

Susan Moore Johnson takes up such questions, focusing on the ongoing "processes of contract compliance, contract enforcement, and contract administration," and helping to dispel the notion that teacher unions have drained power and authority from principals. She demonstrates that principals can—and, in many cases, do—function as instructional leaders in the collective bargaining setting.

For those with a vague dread of the consequences of collective bargaining in education, Teacher Unions in Schools can rekindle rational analysis.
Available from Temple University Press, Broad and Oxford Streets, Philadelphia, PA 19122, for $29.95.

The Humanities in Precollegiate Education, Part II, 83rd Yearbook
Benjamin Ladner, Editor
Chicago:
The University of Chicago Press, 1984
—Reviewed by Ira Schwarz, State University of New York College at Brockport.

Since its founding in 1901, the National Society for the Study of Education has published yearbooks. This second half of its 83rd effort will be particularly welcomed by educators who fear that high technology may usurp the central position of human enterprise in our system of learning and teaching.

Editor Benjamin Ladner has assembled and correlated the work of 11 outstanding humanities scholars who assess the status, significance, and potential of humanities education. These are certainly germane considerations for curriculum development at any time, but particularly so in a time of massive curriculum revision.

Readers seeking a formulated design from this yearbook, however, will be disappointed. In various ways each contributor stresses that education—which is not always the same as teaching—must "take place at the crucial junctures of human experience where meaning joins with the contours of our lives." And Ladner adds that humanities education "rests unavoidably, irreplaceably on the individual teacher who judges, authorizes, chooses, sets, [and] limits."

Available from The University of Chicago Press, 5801 S. Ellis Ave., Chicago, IL 60637, for $17.00.

Awakening the Inner Eye: Intuition in Education
Nel Noddings and Paul J. Shore
New York:
—Reviewed by Malcolm Evans, Montgomery Township Schools, Skillman, New Jersey.

Noddings and Shore have contributed a book of immense value to serious and mature practitioners in education. Intuition as a means and form of knowing has been ignored by the behaviorists and mechanists who have...
shaped modern educational practice. That tilt has left no room or legitimacy for recognizing or enhancing intuitive abilities in students.

Yet every teacher has experienced situations in which students leap to new insights or break through to a valid conclusion without using analytic or logical sequence. This sensing of a relationship or comprehension of a reality is no less a success for having been reached through the intuitive mode. Awakening the Inner Eye reaffirms for educators an often-suppressed recognition of intuition's value in the philosophical, psychological, and practical aspects of learning. Available from Teachers College Press, Teachers College, Columbia University, New York, NY 10027, for $26.95.

Managing the Incompetent Teacher

Edwin M. Bridges with the assistance of
Barry Groves
Eugene, Ore.
ERIC Clearinghouse on Educational Management, 1984


Because the work of effective teachers is overshadowed by a relatively small number of incompetents, Bridges exhorts school districts to confront the necessity of dismissal. Managing the Incompetent Teacher responds to the legal, technical, and human obstacles involved in teacher dismissal, particularly from the vantage point of the chief executive officer.

The captivating title of Bridges' book, however, belies the book's more comprehensive intent—to present a systematic plan for effective supervision and evaluation of teachers. Such an integrated approach would include a district commitment to excellence, the setting of clear and specific criteria for teaching performance, provision of appropriate supervisory and evaluation procedures, and firm accountability for principals and other supervisors. A "District Evaluation Practices Inventory" is included in this helpful monograph.

Available from ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate St., Eugene, OR 97403, for $4.25.

Charting a Course: A Guide to the Excellence Movement in Education

Ian McNett
Washington, D.C.
Council for Basic Education, 1984

—Reviewed by Sam Wiggins, Cleveland State University, Cleveland, Ohio.

In the wake of 30 recent educational reform pronouncements—some of them almost religiously fervent—Ian McNett has orchestrated a masterful and coherent review of ten of the most widely publicized reports. In concise, lean language, McNett weaves his comparative tapestry around such broad themes as "The Blurred Mandate," "Learning for Mastery," and "The Structures for Change."

Since the Council for Basic Education published Charting a Course, one might expect it to lean at least a little in the direction of the Council's traditional posture; the objectivity of the 55-page document, however, is refreshingly intact. The Council's stance is confined to a two-page editorial that concludes the report, along with perceptive comments from three prominent educators. Charting a Course fills a void in current reform literature by pulling its viewpoints together. I recommend it highly for curriculum directors and others involved in curriculum revision.

Available from Council for Basic Education, 725 Fifteenth St., N.W., Washington, DC 20005, for $8.95.