

BOOK REVIEWS

GERALD GRACE. *School Leadership: An essay in policy scholarship*. London & Washington, DC: Falmer. (1995). 230 pp. \$36.00. ISBN 0-7507-0415-2.

Since the late 1970s schooling in the advanced capitalist countries has been undergoing considerable change and transformation. Within the Anglo-Saxon world this has been expressed as "restructuring," "decentralization," the "new vocationalism," or "marketization." Although the reforms that have issued from these international trends appear to have divergent aims and objectives within different national contexts, they share a common educational politics that has emerged throughout the 1980s and 1990s. This has exhibited several recurrent features, the most notable of which are: cuts in educational expenditure; a growing trend toward centralized control, particularly over the curriculum, assessment, and teacher appraisal; the return to differentiated curricula provision; the appearance of new methods of managerial control; the "deskilling" of classroom teaching and de-professionalization of teachers; "privatization" and the shift to market-driven forms of regulation (as in user fees, voucher schemes, "contracting out", and competitive tendering).

As Grace observes in his study of eighty-eight school principals in *School Leadership*, the combined effects of these developments have had profound implications for the culture, organization, and management of schools in Britain. In particular, Grace argues that such trends have "commodified" or recontextualized education "as a product in the market place." As he explains:

This commodification process has been accomplished by a series of reforms, such as the introduction of local management of schools (which has established the discourse of the budget centre), the

promotion of a league table of school results (which has created a language of 'output', 'value-added' and measurable product') and by official discourse which has constituted the curriculum as an entity to be 'delivered' and the parents and pupils as the 'consumers' of the education product. (p. 40)

In short, English educational policy of the last decade has increasingly forced schools to act as if they were businesses operating within a market. One of the major effects of commodification has been to reconstitute the aims, purposes, and rationale of educational leadership in schooling. Where educational leadership focused on "managing virtue" in the nineteenth century and has been regarded as a professionally autonomous service during most of the post-war period, since the early 1980s it can be characterized by the emergence of the school principal as a "business manager" presiding over a "senior management team" of specially selected teachers. In effect, the traditional conception of the "scholarly educational leader," or the more open and democratic decision-making styles that were fostered under the auspices of progressivism during the 1960s and 1970s, have given way to that of the CEO and the board of directors.

In this respect, although Grace's study centres on an ethnographic investigation of the effects of a "managed market" on the practices of school administrators, it places this within a broader historical analysis of the changing social relations and practices which have generated different forms of educational leadership. Seen this way, *School Leadership* contributes to a growing (and alternative) literature on contemporary transformations in school management which is informed by critical studies in the sociology and history of education. In Britain, this analytical approach has been explored by Stephen Ball in his *Education Reform* (1994) and Bowe, Ball, and Gold's *Reforming Education and Changing Schools* (1992) in developing their notion of a "policy sociology," while Tyack and Hansot's *Managers of Virtue* (1982) and Hannaway and Carnoy's *Decentralisation and School Improvement* (1993) represent a North American response to similar questions. The themes of this emergent body of work are exemplified by the chapters in *School Leadership*, which deal with a critique of positivism and management science in education; critical perspectives on school leadership; the moral, ethical, and professional dilemmas faced by principals in managing schools determined by the market and its associated values of "enterprise;" women and leadership; the role of educational leadership in constructing a democratic culture for schooling.

While *School Leadership* would be of great value to educational researchers working on the history and sociology of educational leadership, the book would be equally suitable for developing graduate courses or modules concerned with providing alternative and critical perspectives to the profusion of managerialist texts that currently dominate the market. Indeed, for this reason I have adopted it as a required text for teachers/principals taking my graduate course in educational policy studies at McGill. I have no doubt that the book's open and engaging style will provoke much controversy, analysis, and reflection on their respective roles within the educational enterprise. In writing *School Leadership*, Gerald Grace has made an exemplary contribution to our understanding of the theory and practice of educational leadership in the present era, which I hope that others will seek to emulate.

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J.M. RICH & J.L. DEVITIS. *Theories of Moral Development*.
Springfield, IL: Charles C. Thomas (1995).

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There are several ways to introduce readers to the theories of a particular discipline. One way is to take an evolutionary-narrative perspective. Here one simply begins with the pioneering work in the discipline and shows how subsequent theories evolved. This approach situates each theory in time and place and examines those issues, problems, and controversies that marked particular transitions in this evolution.

A second approach is to organize the theories thematically and to give all theories equal "air time." This is the approach favoured by Rich and Devitis in *Theories of Moral Development*. The authors begin with an overview of moral development theory in education and psychology. Subsequent chapters look at moral development in childhood, adolescence, higher education, and through the life span. The final chapter examines issues in moral development theory. Each chapter is divided into sections which summarize the work of the relevant theorists. In the chapter on moral development in childhood, for example, Rich and Devitis summarize the work of Freud, Adler, Jung, Bandura, and Piaget. Each section also includes a summary of the literature critiquing the particular theory presented.

The strength of this book is that it presents theories often neglected in the literature on moral development. While the authors rightfully