of research in classrooms. While somewhat ironically noting the poor governmental and industrial funding available for appropriate local in-school classroom research, the author does point out that "classroom observation research can make a significant contribution to the improvement of teaching competence, especially if teachers and schools, as a matter of policy, research their own practice and act on their findings" (page 101).

The final chapter, the shortest in the book at only seven pages, is aptly subtitled "the dynamic school." In this closing appeal, Wragg reiterates his contention that effective and sustained classroom observation will improve the quality of classroom teaching, raise the educational awareness of schools, and generally improve the overall effectiveness of the teaching profession. To Wragg, classroom observation is simply not something that is done by a few folk on a whim, but is a necessary part of the professional life of all teachers and administrators and must become a part of each community school's ethos.

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THOMAS J. SERGIOVANNI *Leadership for the Schoolhouse: How is it different? Why is it important?.*
San Francisco: Jossey-Bass (1996).
203 pp. US$28.95 (hard cover). ISBN 0-7879-0119-9.

Imagine the following scenario: you are the leader of a cannon crew and your job is to hit fixed targets. You identify such a target, then carefully guide the crew to aim the cannon, and give the order to fire. If the landscape of schools approximated the image or mindscape of the cannon (or baseball) metaphor, existing theories and practices of school leadership that rely on these metaphors would be a success. As the school leader, the principal would effectively guide teachers to hit most of the educational targets. But what happens if you encounter constantly moving targets, or if you spot a more attractive target just as you are ready to give the order to fire?

Continuing in the tradition of John Dewey, Thomas Sergiovanni (1990, 1992, 1994, 1995) asserts that schools primarily consist of moving targets and that it makes little sense to base school leadership on the cannon or baseball metaphors. He sees the fashionable trends of educational reform of the last fifteen years as efforts to reinforce a mindscape that is incompatible with the school landscape. These trends are part of the problem rather than the solution. Instead, he proposes the surfing

metaphor as a basis for building effective school leadership theory and practice.

In *Leadership for the Schoolhouse* Sergiovanni argues that the existing theories of school leadership – mainly imports from management and business, corporations, sports, military, and transportation organizations – inadequately serve the goals of education. These theories provide the relatively quick-fix, static solution of the firing cannon to the complex, fluctuating problems of schooling. The thesis of the book is condensed in the following: "It is not likely that much progress will be made over time in improving schools unless we accept the reality that leadership for the schoolhouse should be different, and unless we begin to invent our own practice" (p. xiv).

In chapter 1, Sergiovanni examines the theories of leadership including the Pyramid, Railroad, and High-Performance theories. The latter theory is particularly in vogue in today's school reform language. While it makes sense for business organizations to adopt these theories for inventing their practices, schools have the aim of creating moral, educated, and interconnected individuals and communities. He suggests that schools would accomplish this mission more effectively if leadership theories and practices were school-grown and relied more on the legacy of democratic rather than corporate values. In Chapters 3, 4, and 5 he differentiates between two distinct types of leadership: engineering and leading. While appropriate for corporations, engineering produces calculated ties among people and usually leads to loss of the unique character of schools. Leading a school is what can transform it into a moral community; an institution that binds people together according to shared values and ideas. Leading creates moral ties, pedagogy, and effective schooling.

In Chapter 9, the author presents what he perceives as the major misconceptions of imported leadership theories. He points out that schools are managerially loose and culturally tight, that excessively detailed planning scripts teacher's work in counterproductive and anti-educational practices, and that incentives and disincentives systems are misguided when important tasks in schools are neglected because they are not officially rewarded. Schools will change, he professes, if change strategies are norms-based, not rules-based. Rules-based change (direct supervision, standardized work, standardized outputs) produces simple change strategies, simple to moderate teacher behaviour, and complex management systems. On the other hand, norms-based change (professional socialization, purposing and shared values, collegiality and inter-

dependence) produces complex change strategies and teacher behaviour, and simple management systems. In his own words, with "rules-based approaches, change usually has to be imposed somehow. With norms-based approaches, change typically gets taken care of naturally as part of daily life" (p. 169).

In chapter 2, Sergiovanni proposes a set of standards for theory building in the schoolhouse. First, the theory and its language should be aesthetically pleasing and clear. Second, the theory should emphasize moral connections and common commitments, cultural norms rather than psychological needs, internal rather than external motivation, and community rather than self interest. Third, the theory should reflect constructivist learning principles on school organization, curriculum, and classroom life. Fourth, the theory should aim to transform the school into a place of inquiry where teachers solve problems and create professional knowledge together. Fifth, the theory should encourage school administrators, teachers, parents, and students to strive for self-management, individual responsibility, and moral interconnectivity.

In Chapters 7 and 8, Sergiovanni discusses how schools that follow constructivist principles – such as maximizing the teaching and use of generative knowledge, individualizing teaching and learning, connecting learning to the world outside school, setting up social norms that emphasize respect for others and sharing of ideas – establish the conditions for teachers and students to become active participants. In Chapter 6, he presents evidence that smaller rather than larger schools are compatible with constructivist principles of learning.

Leadership for the Schoolhouse runs counter to most of the current wisdom regarding leadership for school change. In contrast to organizational approaches focusing on impersonal concepts such as competitiveness and standardized outcomes, Sergiovanni offers an approach based on democratic and communitarian values. Although he recognizes the legitimacy of other formal organizations whose goals are the production of goods and wealth, he emphasizes that schools primarily ought to be moral and inquiring communities. This book makes a significant contribution to the debate over school leadership and change, and I recommend it to academics, administrators, teachers, parents, government officials, and members of the business community who would like to enlarge their perspectives on the issue.

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