

the full, without flinching from political activity, and with the courage and determination of Bertrand Russell.

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REFERENCES

Hardy, G.H. (1977). *Bertrand Russell and Trinity*. New York: Arno Press.

Thom, D.J. (1993). *Educational management and leadership: Word, spirit, and deed for a just society*. Calgary: Detselig Enterprises, 250 pp. (softcover).

Doug Thom states in his preface that the book "is for those who wish to learn about education, how and why it changes in society, and how it can be effectively managed and led" (p. 9).

The opening chapters provide a hurried overview of Canadian society with particular reference to attempts to create and validate a multicultural society, Canada's struggles to live up to the equality rights provisions of the Canadian *Charter of Rights and Freedoms*, a brief history of Canada, a list of social projections, and finally the report of a survey that Thom conducted with his B.Ed. students. This is followed by a chapter on "Bureaucracy." This discussion follows a familiar trail which the author has followed in work he published over a decade ago and ends with the note that bureaucracies lead inevitably to collective bargaining. The author uses these 50 pages to set the stage for his axiom that Judeo-Christian principles of morality are a necessity for Canada's society and schools.

The middle section of the book examines two areas which, according to the author, educational leaders must master: law and finance. He presents an overview of current educational legal issues with emphases on tort law, human rights tribunals, and the courts. This introduction to law is to alert educators at both the public school level and the university level to strategies that people can use both politically and legally to attain their ends or to protect their interests. The chapter on finance includes a detailed analysis of the Province of Ontario's funding formula and the crisis in educational funding and is followed by brief references to some research on possible changes to funding systems. This is one of the most complete descriptions of

Ontario's complex educational funding model available. The chapter on "Values" traces the efforts of theorists to bring the questions of ethics and values into the study of educational administration, with emphasis on the works of Hodgkinson and Evers and Lakomski. He bases his conclusions in part on his contacts with educational administrators over a five year period. These reviews lead him to conclusions about the need for a Judeo-Christian morality base in society, the impact of the *Charter of Rights and Freedoms* and the qualities of a good leader. The final chapter of this section is an overview of organizational development theory and practice which the author advocates as the basis for effective leadership in educational organizations.

The last section and heart of the book is the presentation of the "Thom Model" (as he consistently refers to it) of "Educational leadership with CONSCIENCE (TELC) Model", which has a Christian-shaped base. The model has a related theorem: the Thom Theorem – "Conscience drives behavior in mature individuals" (p. 168). The model assumes that effective leader behavior derives from notions of justice and fairness or principles of natural justice as defined in natural law. Leadership requirements for first order realm activities are listed as well as requirements for second order realm activities where *hard-ball* leadership is required. The latter calls for a knowledge of law, political strategies, experience, raw courage, outstanding support, and strong moral values. This model is characterized by the author (borrowing a phrase from Evers and Lakomski) as a coherentist postpositivist theory. Moreover, the author alleges that it extends the work of Chris Hodgkinson by rooting an organizational value system in Judao-Christian doctrine.

The book's conclusion takes up the author's concerns that the world accept multiculturalism, equality and Christianity, with the suggestion that Christianity is the "ultimate paradigm which [educational leadership] theorists are seeking" (p. 182).

There are four appendices. The first contains ten documents including Section 93 of the BNA Act [sic], the Canadian *Charter of Rights and Freedoms*, the *Ontario Human Rights Code*, and various other items dealing with Young Offenders, duties of school boards, and goals of education. The second appendix lists 11 documents related to duties and qualifications of teachers and principals. The third consists of a reprint of a case analysis of a Canadian court decision related to the disciplining of a student (R. v. G. (J.M.)). The final appendix contains scales useful to educational administrators including the leadership behavior description questionnaire (LBDQ), all the scales employed by Fred Fiedler for his contingency

leadership model (which in my opinion are useless for research in schools¹), and sundry other scales and models.

Thom's other works are quite well known to Canadian and Commonwealth scholars in educational administration. His writings are usually well-researched, clearly written, and they carry a point of view. In this text his value systems and enthusiasm for his subject appear to overshadow his usual scholarship. I am not certain why the book was written, much less why it was published. Certainly the aims of the book have not been met. Much of the writing is pretentious and episodic. The leadership model seems to be a creation without much research or theoretical underpinnings and I have failed to grasp any possible utility in the model. This is not an advance in educational leadership theory.

For an introduction to education and educational administration, I would refer readers to the excellent text by B. Levin and J. Young (*Understanding Canadian Schools*). For a treatise on theory in educational administration I would suggest almost any other text on the topic. For the necessity of bringing ethical concerns into educational administration and management there are several works including E. Haller and K. Strike's book, *An Introduction to Educational Administration: Social, Legal and Ethical Perspectives*, the writings of Sergiovanni on moral leadership, and a variety of popular contemporary management books by authors such as Max Dupree and Stephen Covey. Each of the above is more lucid and complete than this text.

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¹. See O'Reilly, R.R. (1989). Applying the Fiedler contingency model of leadership effectiveness to schools: What have we learned? *Journal of Educational Administration and Foundations*, 4(2), 7-18.