

education and sociology of education. Scholars of politics and sociology in education will find the book to be of definite interest, though the non-specialist may wish to pass it by for something lighter. One can say honestly that the book is a proof of scholarship. The work is historical and thoughtful, and should be widely read and discussed. Chapters are supported by notes at the end, and good use has been made of American sources. The result is a valuable contribution to our understanding of the problem of school violence.

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Shuttleworth, D. (2003). *School Management in Transition: Schooling on the Edge*. New York: Routledge/Falmer, (Hardcover), 169 pp.

School Mnaement in Transition: Schooling on the Edge by Dale E. Shuttleworth spends most of its 15 chapters describing how schools and school managers are facing a crisis. According to the author, the crisis has been created by a neoconservative agenda forcing top-down, quantitative, and scientific management theories and techniques on school management that are ill-equipped to deal with these forces.

Shuttleworth was a consultant and author for a study of innovation in school management. The study involved nine countries and was conducted by the Centre for Educational Research and Innovation (CERI) at the organization for Economic Cooperation and Development (OECD, 2001c). Shuttleworth believes that an overly-politicized and business-sector driven environment has created education systems too focused on standards and testing, outsourcing, and accountability.

Decentralization, deregulation, school reform (versus renewal), and wrongly motivated use of technologies are further problems created by neoconservatism and scientific management, according to Shuttleworth. This has resulted in a "dysfunctional state striving to satisfy the diverse needs of an ever-changing social, political and economic milieu" (p. vii). Shuttleworth states that teacher and principal training is needed to

meet these changing demands. Shuttleworth also believes that “teachers and school leaders too often seem victims of a cult of efficiency, which demands accountability to a managerial system which is no longer relevant” (p. 12).

The first 11 chapters of *School Management in Transition: Schooling on the Edge* describe the neoconservative and scientific management agendas and what Shuttleworth described are the problems they have created in schools. Shuttleworth also provides interesting descriptions of how these issues are being addressed in the education systems in the nine countries in the OECD study. The last three chapters of the book describe how education leaders can learn to manage new knowledge, how to track innovation, how to manage for a learning society, and how to lead in the 21st century.

I had two problems when reading the book: first, I think that the book is far too short to deal comprehensively with the complex problems identified; and, second, Shuttleworth equates neoconservatism with scientific management. Although similar in many externalities, neoconservatism and scientific management have quite different paradigmatic, historical, epistemological and ontological characteristics. Strategies for school leaders to deal with these challenges, therefore, could be quite different.

To assess properly the impact of neoconservatism and scientific management on educational systems a more thorough, and distinct, explanation of neoconservatism and scientific management would have been helpful. For example, one of the most fundamental debates in management theory, including in educational administration, has been the debate between the scientific/objective and the humanistic/subjective approach to social science. The objective approach includes logical empiricism, modernism, determinism, and scientism. It can be considered naturalistic, quantitative, positivistic, and theory-based. Objectivism includes realistic ontology, positivistic epistemology, deterministic human nature, and nomothetic methodology. The subjective approach is qualitative and includes critical theory, phenomenology, postmodernism, and volunteerism. Subjectivism includes nominalistic ontology, anti-positivistic epistemology, volunteeristic human nature, and ideographic methodology.

Shuttleworth provides some history of scientific management's focus on efficiency and the mechanization of human workers as used by Frederick Taylor in the early 1900s. It would have been useful if Shuttleworth had provided some insight into the post-Taylorist work of

Weber, Simon, Gilbreth, Fayol, Hawthorne, and Barnard. As well, Taylor's scientific management theories were hardly new. Modernistic organizational theories had been developing for centuries in the post-Enlightenment era.

Between the years 1500 and 1700 there was a shift in the way people pictured the world and in their way of thinking. Before 1500 the dominant world view was based on organics. The scientific basis of this organic world view relied on two authorities: Aristotle and the Church. The medieval view changed in the 16th and 17th centuries. The idea of an organic, living, and spiritual universe was replaced by that of the world as a machine. A mechanistic worldview resulted from the philosophies of physics and astronomy being developed by people such as Copernicus, Galileo, Bacon, Descartes, Locke, Maxwell, Newton, and Einstein. Physics is now pursuing a "New Science" of quantum and string theories that paint a strange but enticing view of our world that appears as a complicated tissue of events; connections of different kinds overlap or combine to determine the texture of the whole.

The other problem I found with *School Management in Transition: Schooling on the Edge* was the lack of context for the neoconservative movement. Shuttleworth talks about the social, political, and economic impacts of Reagan and Thatcher but he does not provide any political philosophy background for their conservative agendas. Shuttleworth describes the subjugation of individuals and the promotion of business and industry into the school environment as a result of the conservative agenda. The political philosophies of Leo Strauss (1899-1973), who believed that the liberal idea of individual freedom threatened to tear apart the shared values which held society together, had a great impact on American and British political leaders. The neoconservative agenda, based on Straussian political philosophy, had a significant impact on educational systems.

The pressures from a neoconservative agenda, however, are different than the challenges posed by scientific management. They have intersecting histories and tenets but perhaps a better explanation and study of their unique agendas would have helped discover a model that does not require paradigmatic monism or hegemonic modernism, both as a conceptual framework and an attitude of those employing it.

Shuttleworth does not hold out much hope for such a model. He believes that school principals must be either an "industrial age supervisor of quality control standards or a multidimensional knowledge manager of human and physical resources – able to share power and

decision making as a facilitating source in a learner-centered community." Shuttleworth asks "Can these roles be combined and where are we to find such leaders" (p. 140)? I believe that a better understanding of scientific management than that provided by Shuttleworth could help address these questions.

Perhaps the metaphors provided by the "New Science" can be used to create educational administrative approaches that can deal with the political, economic, social, technical, and cultural (PEST_C) factors identified by Shuttleworth. Indeed, the "New Science" concepts of indeterminacy, complementarity, interconnectedness, wholeness, and implicate order allow for the possibility that some modernistic ideas can be used as tools to support, protect, and enable a critical and postmodern humanistic, individualistic, and caring learning environment. These tools can also be used to respond to the inevitable external pressures for accountability, efficiency, and performance.

Dealing separately with the neoconservative agenda, however, presents a bigger problem. The ideological and hegemonic politics of a Straussian philosophy impact educational value systems of trust, caring, and individualistic learning and nurturing. If we cannot find a way to protect the learning environment, and to deal with the inevitabilities of a competitive global environment, Shuttleworth believes "Our future social and economic well-being and quality of life are clearly at stake" (p. 141).

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