

Educating Our Black Children is a unique collection of well-researched, theme-written essays illustrating the depth of contemporary ethnic studies. It is a must reading for serious scholars who have strong convictions that something can and must be done to alleviate the inequities that many ethno-cultural communities must suffer in a supposedly democratic society.

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Jones, B. (Ed.). (2000). *Educational leadership: Policy dimensions in the 21st century*. Stamford, CT: Ablex, 176 pages.

This collection is the first book in a new series, *Educational Policy in 21st Century*, which is sponsored by the National Policy Board for Educational Administration (NPBEA). NPBEA is an umbrella grouping of the established organizations representing elementary principals, other school administrators, school board members, state officers of education, college educators, and professors of educational administration. The work should indicate the horizons of all those in the business of educational leadership.

The perspectives presented are limited to generalities. The tone is set by the opening chapter prepared by James Cibulka. He lists six dimensions, such as public or private ownership, which he claims are linked to the general theory of new institutionalism which some people in the social sciences and education develop as an alternative to traditional theories of organizations. The new institutionalism shows how similar innovations emerge in different schools and systems of schools and are maintained for long period unless similar large scale alternatives are mobilized.

The theory and six dimensions are general and lead only to arbitrary selections of innovations. Private education is the first topic considered by Martha McCarthy, but does not consider how administrators become entrepreneurs or why teachers and administrators may move from bureaucratic systems to competitive schools. Charter schools, included as a private form of education, are not seen as a possible extension of school based management. Decentralization is one of Cibulka's six general dimensions, but there is no separate chapter or later discussion in the book on the varieties involved in decision making.

The third paper on interagency collaboratives by Patrick Galvin and Janice Fauske makes even larger omissions. The growing number of partnerships between individual scientists and schools, involving few costs, are not considered. Partnerships with different kinds of commitments with artists or retirees from many specialties are ignored. There is no specific contribution or speciality considered. Proposals involving church groups, long a source of partnerships in society, are not recognized.

The first three papers are part of a section on educational organizations. The second section supposedly involves students. General considerations of student achievement are claimed to be influenced by leaders, but the kind of different conditions leaders operate under is a mystery. Population changes are supposed to lead to different challenges for leaders, including whether the background of the leader is representative of racial groups attending schools. The transition to a large number of learning disabled students in special education is one of the few concrete changes that might be confronted, but there are no alternatives suggested for leaders. The resistance of parents and communities display toward dominant ethnic leaders, such as in Native Band schools, is not considered.

The third section again omits specifics. This section on local and national issues of reform does not consider the advocates for reform. The role of key individuals is ignored. The fact that a leading educator and lawyer, David Hornbeck, wrote the plan for the Business Roundtable is never mentioned. Generalizations about business and education are made as realities independent of individuals involved or the groups that cause change reactions. The role of advocacy groups, including those among students, is ignored. The conflict for rural educators between national standards and local or place values is omitted.

The final section on key dilemmas reveals that the writers are writing for those converted to their group – no larger or different audience is considered. Educational finance is the manipulation of urban, white administrators. Rural situations and their problems, such as reaching the limits of bussing, are ignored. The relative positions of governments as to what they are prepared to spend on education, health, and other services is not broached. Leadership could include teachers or community leaders, but these writers do not talk about them. Imagination and knowledge are needed to consider leaders in different settings, including those involved in international education.

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