



9-1-1983

Educational Organization and Administration; Educational Administration: Theory, Research, and Practice; Contemporary Educational Administration

William E. Sparkman

Follow this and additional works at: <https://newprairiepress.org/edconsiderations>



Part of the [Higher Education Commons](#)



This work is licensed under a [Creative Commons Attribution-Noncommercial-Share Alike 4.0 License](#).

Recommended Citation

Sparkman, William E. (1983) "Educational Organization and Administration; Educational Administration: Theory, Research, and Practice; Contemporary Educational Administration," *Educational Considerations*: Vol. 10: No. 3. <https://doi.org/10.4148/0146-9282.1789>

This Reviews is brought to you for free and open access by New Prairie Press. It has been accepted for inclusion in Educational Considerations by an authorized administrator of New Prairie Press. For more information, please contact cads@k-state.edu.

BOOK REVIEWS

Educational Organization and Administration

Educational Administration: Theory, Research, and Practice

Contemporary Educational Administration

by William E. Sparkman

Book Review Editor and Associate Professor
Texas Tech University

The interest in these new books should not be limited to professors but should reach beyond to practitioners, policymakers and laypersons alike.

The following reviews are not intended to be a critical analysis of the three books but rather a brief summary as a means of informing the field of new arrivals.

Morphet, Johns and Reller are now into the fourth edition of their very successful school administration text. Many of us cut our professional teeth on earlier editions of this book in our introductory general school administration classes. The authors for years have been productive scholars and practitioners of educational administration and, particularly, school finance. They have had a major impact on a generation of school leaders. *Educational Organizations and Administration* provides a comprehensive overview of the field. The book is structured in three parts, providing a good framework for the substance of the text. Part 1 sets forth basic principles, concepts, and issues of educational administration. This part contains new chapters on decision making, communication and the politics of education. The organization for education is the basis of Part 2. The authors employ

Edgar L. Morphet, Roe L. Johns and Theodore L. Reller, *Educational Organization and Administration, Fourth Edition* (Englewood Cliffs, NJ: Prentice-Hall, Inc., 1982). vii, pp. 422, hardback (no price listed).

Wayne K. Hoy and Cecil G. Miskel, *Educational Administration: Theory, Research, and Practice, Second Edition* (New York: Random House, 1982). xii, pp. 401, hardback, \$19.

William G. Monahan and Herbert R. Hengst, *Contemporary Educational Administration* (New York: MacMillan Publishing Co., Inc., 1982). xi, pp. 334, hardback (no price listed).

a traditional approach to educational governance by focusing on the three levels of government involved in education. However, they do consider area service agencies and community education centers. The final section, Part 3, focuses on the development and administration of programs and services. A new chapter on collective bargaining and administration has been added. Each chapter is concluded with several rhetorical questions in a section called some important problems and issues. As a basic, introductory text, this new edition appears to be on target.

Hoy and Miskel's second edition continues their fresh approach to the study of educational administration. They view educational administration from the perspective of theory and research in an attempt to foster a scientific approach to its study. They employ "a social systems perspective to synthesize the structure and recurring processes of educational organizations." The authors have added new materials on organizational behaviors and motivation. In addition, they have added a new chapter on organization effectiveness which should be of immense assistance to educators in an era of accountability. The title of each of the 13 chapters reflect the theoretical building blocks of educational administration. The first chapter contains the conceptual perspectives for the study of educational administration. Chapter two provides an important synthesis of the relation of theory, research and practice. This chapter should be of value as a linkage between professors and practitioners of educational administration. Other topics include the school as a social system, bureaucracy, motivation, organizational climate, leadership, decision making, communication and organization effectiveness. This book helps explain the "why" of what we do as educational administrators as well as the theoretical bases for the "how." I predict this book will become an important addition to the synthesis literature on educational administration.

Monahan and Hengst have adopted a contextual approach to educational administration. They have attempted to identify the total context (environment) of the public schools and describe educational administration in the totality of that overall context. Thus in Part I, they describe the educational administration milieu including the contemporary environment, critical dimensions of educational management, the structure and functions of school administration, the courts and the state education agency. The focus of Part II is the management context. These chapters include general management concerns and issues, including personnel administration, collective bargaining and affirmative action (why affirmative action was included here instead of under personnel administration is beyond me), and fiscal aspects of educational management. The final section, Part III, focuses on the leadership context. Here the authors finally discuss the concept of contextualism. They describe context as "the interrelated conditions in which events occur and thus a useful term for attempting to characterize the connections and coherences that define the ethics, esthetics, and epistemology of administration as a special kind of human activity." Therefore, contextualism would have us view educational administration in terms of its context in the total human and natural environment. Unfortunately, this chapter would have made much more sense early on in the book instead of at Chapter 10. The remainder of the chapters in the final section focuses primarily on administrative leadership in terms of interpersonal behavior, administrator-

board relations and the principalship. The authors conclude with a brief discussion of administration as a continuous beginning with some behavioral requisites necessary for survival: action orientation, decision making, objectivity, authenticity, (in an existentialist sense) and tolerance. Unfortunately, the contemporary context the au-

thors write in seems to be the 1970's with little reference to the future of public education.

All three books provide a diverse approach to the study of educational administration. A much closer reading will be necessary to make an informed judgment about the impact on the field of educational administration.