



Moschonas, Andreas. (1998). *Education and Training in the European Union*. Aldershot, England: Ashgate Publishing.

Excluding tabular appendix, indexes, etc. this book is only 99 pages long. Within that brief space Moschonas gives a remarkably detailed account of education and training activity within the European Union over the years. It is an administrative view to the extent that it focuses on program planning and funding rather than examining implementation or outcomes in any detail. It is also, to a large extent, a synthesis of earlier work, rather than a new vision. Moschonas has apparently read and digested virtually all the European Union documentation and commentary on education subjects. Here he presents this knowledge, pointing out inconsistencies and places where the dual goals of creating a well trained workforce and instilling a sense a citizenship in the Community are at odds. The goal of the book clearly is to understand what has happened in education and training in the European Union, there is very little attempt to see broader lessons for educational planning and administration at large.

Pages: **158** Price: **\$63.95** ISBN: **1-84014-067-4**

Reviewed by Kate Corby, Michigan State University

Piddocke, Stuart, Magsino, Romulo, et al. (1998). *Teachers in Trouble: An Exploration of the Normative Character of Teaching*. Toronto: University of Toronto Press.

This is the report of a Canadian national study of teachers and their role as models of community values and norms. In Canada teachers who have been treated unfairly by their school boards can appeal to a Board of Review. In the study, cases from Boards of Review were inventoried, classified, and then selectively chosen for further review. Chosen cases are analysed both for conflicts involved and actions taken, with interpretation and integration of the analysis to the extent possible.

This book is overwhelmingly a report of teacher misbehavior incidents. As such, readers cannot help but get a feel for the kinds of trouble teachers have and the responses those behaviors elicit. These case reports are brief and to the point, they do not give the uncomfortable feeling of being a voyeur or intruding in someone's private affairs, as one sometimes gets from news reports or similar popular press items. Some of the cases do deal with "hot" topics, including an entire chapter on sexual conduct problems.

While the strictly Canadian character of the study might limit its usefulness for readers in other locales, the thoroughness and sheer volume of data make it a valuable reading experience for many, certainly at least those in North America who share a similar culture and value system.

Pages: 301 Price: \$45.00, cloth; \$18.95 paper. ISBN: 0-8020-2979-5, cloth; 0802074367, paper.

Reviewed by Kate Corby, Michigan State University

Reese, William J., ed. (1998). *Hoosier Schools: Past and Present*. Bloomington, IN: Indiana University Press.

Don't let the title of this book catch you in a yawn. Culled from the work of Indiana graduate students in history and education it's an unexpected pleasure. The editor aims to examine education reform through the lense of the Indiana experience, and he has succeeded very well. Some essays focus more explicitly on this "big picture" subtext, but all are well written, well researched and have something to say about an aspect of school reform movements in America. The depth of research is especially evident in Scott Walter's chapter on the common school. Laurie Moses Hines' essay on community and control of the extracurriculum takes a broad look at issues, while at the same time using examples from Muncie Central High that give pause for thought about today's priorities. Other chapters look at urban schools, industrial education, civic education, school sports, and racial integration.

Pages: 226 Price: \$29.95 cloth, \$14.95 paper ISBN: 0-253-33362-8 cloth, 0-253-211549 paper

Reviewed by Kate Corby, Michigan State University

Whitty, Geoff, Power, Sally, et al. (1998). *Devolution and Choice in Education: the School, the State and the Market*. Camberwell, Melbourne, Victoria, Australia: Australian Council for Educational Research.

The authors review research on education restructuring in five countries, looking for unifying themes, and clear lessons. The countries chosen are Sweden, England and Wales, Australia, New Zealand, and the United States. The initial overview is a revealing look at how education policy has grown and changed in the five areas in roughly the last decade. For those unfamiliar with how these issues have been dealt with in other countries, this will be horizon expanding reading. Next the book offers a topical exploration of the issues involved in school autonomy and parental choice, examining the consequences of policy change for school leaders, teachers, curriculum, and governance.

In some respects this book is like a lengthy review article. It plods along, examining the various reseach studies done on each issue, sometimes passing judgment on their methodology, other times reviewing their findings in light of other studies. The authors make a real effort to offer their findings in a balanced way, not often allowing their own views to take over and color their interpretations. Those who come to this book hoping to put the American

experience in international context may be somewhat disappointed by the extent to which the authors rely on the Chicago experience (which they admit is atypical) to represent American school reform.

Pages: **170** Price: **\$80.00 (cloth, also available in paper)** ISBN: **0-86431-190-7**

Reviewed by Kate Corby, Michigan State University



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