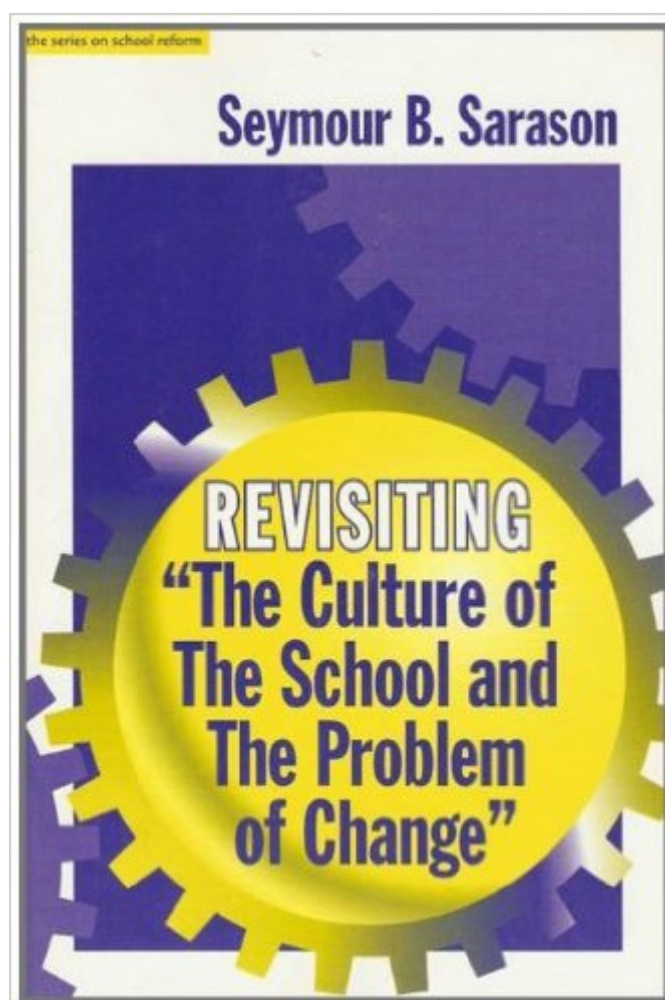


The book was found

Revisiting "the Culture Of The School And The Problem Of Change" (The Series On School Reform) (Sociology Of Education Series)



Synopsis

This title, published 25 years after the original, features the author with his own reflections on the same issues in the face of today's crisis in public schools. Dr Sarason also takes a close look at government involvement in change efforts in schooling.

Book Information

Series: Sociology of Education Series

Paperback: 416 pages

Publisher: Teachers College Press (March 1, 1996)

Language: English

ISBN-10: 0807735434

ISBN-13: 978-0807735435

Product Dimensions: 9.2 x 6.1 x 1.1 inches

Shipping Weight: 1.2 pounds

Average Customer Review: 5.0 out of 5 stars [See all reviews](#) (5 customer reviews)

Best Sellers Rank: #617,609 in Books (See Top 100 in Books) #1121 in [Books > Education & Teaching > Schools & Teaching > Education Theory > Reform & Policy](#) #15721 in [Books > Textbooks > Education](#)

Customer Reviews

Reviewer: Phil H. Gropp from Omaha, NE
Dr. Seymour Sarason's book is divided into two main sections/parts. In the first section, he reproduces and elaborates on the second edition of his 1971 book, "The Culture of The School and The Problem of Change." The main thesis of the section was that of defining the organization and culture of a school and the attachments the school personnel have to their ways of working in that environment. His main argument was that both of these complex realities must be changed if real improvement is to take place. In the chapters of section one, Sarason expounds on three major themes/concepts: that school cultures are complicated, that principals and teachers are isolated in their position, and that teachers responsible for student achievement often have little time to learn new educational ideas. In concluding section one, Dr. Sarason stresses that changing a school culture is difficult work and must be done in a comprehensive way if it is to be effective and of lasting significance. In the second section, Sarason "REVISITS" his original thoughts and philosophy of changing school culture. He elevates his concerns of trying to maintain and improve public education as we have known it. Sarason states that "what happens in our cities and our schools will determine the fate of our society." The first of

the two main points he "revisits" is that for the process of change to take place today, you must completely understand a school's culture especially its people, values, and practices. Secondly, for increased achievement to be envisioned, teachers must relinquish their total control over students and allow them to take more responsibility for (at least most of) their own learning.

When Sarason first published his work 25 years ago, he was, without a doubt, far ahead of his time in his thinking about schools, teachers, principals, and the ability of the students to learn. He questioned the problems associated with the whole educational environment, and suggested such "outlandish" ideas such as de-emphasizing the teaching of reading and arithmetic in the early grades and eliminating the role of the school principal and the boards of education as they were then known (13). He judged the new math as being pretty dull and ineffectual. He relished giving teachers more control over their classroom environments. To emphasize his points, he referred to his man from outer space who frequently observed schools from a purely non-partisan role. For example, this spaceman would puzzlingly see schools filled five days a week, observe virtual bustling communities of activity, only to close down two days a week. He would then ponder better school scheduling and community involvement. Sarason took on the great educators of the time-names like Conant and Dewey, Koerner and Rickover, and offered sound proposals for the changing world that was profoundly influencing the school culture. But in his REVISITING section of the book, he offers his opinions on a gammed of subjects, including school organizations, teachers, students, vouchers, and social change, to name a few. One of his most fascinating points is that of reiterating the idea that schools need to create and maintain environments that are continually providing productive learning for students that allows "knowing" to become internalized. This book is a fascinating look at the past, as well as a glimpse at the present and future of education in the United States.

Reviewer: Phil H. Gropp from Omaha, NE Dr. Seymour Sarason's book is divided into two main sections/parts. In the first section, he reproduces and elaborates on the second edition of his 1971 book, "The Culture of The School and The Problem of Change." The main thesis of the section was that of defining the organization and culture of a school and the attachments the school personnel have to their ways of working in that environment. His main argument was that both of these complex realities must be changed if real improvement is to take place. In the chapters of section one, Sarason expounds on three major themes/concepts: that school cultures are complicated, that principals and teachers are isolated in their position, and that teachers responsible for student

achievement often have little time to learn new educational ideas. In concluding section one, Dr. Sarason stresses that changing a school culture is difficult work and must be done in a comprehensive way if it is to be effective and of lasting significance. In the second section, Sarason "REVISITS" his original thoughts and philosophy of changing school culture. He elevates his concerns of trying to maintain and improve public education as we have known it. Sarason states that "what happens in our cities and our schools will determine the fate of our society." The first of the two main points he "revisits" is that for the process of change to take place today, you must completely understand a school's culture especially its people, values, and practices. Secondly, for increased achievement to be envisioned, teachers must relinquish their total control over students and allow them to take more responsibility for (at least most of) their own learning.

[Download to continue reading...](#)

Revisiting "the Culture of the School and the Problem of Change" (The Series on School Reform) (Sociology of Education Series) Power Plays: Critical Events in the Institutionalization of the Tennessee Valley Authority (S U N Y Series in the Sociology of Work and Organizations) (Suny Series, Sociology of Work) Que significa hablar? / What Does Talk Mean?: Economia de los intercambios linguisticos / Economics of linguistic exchanges (Antropologia Y Sociology / Anthropology and Sociology) (Spanish Edition) The Geometry of Genocide: A Study in Pure Sociology (Studies in Pure Sociology) Embroidered Ground: Revisiting the Garden Arkham Now: Revisiting the Legend-Haunted City (Call of Cthulhu Roleplaying) Cats: The Cool Cat Fun Facts & Amazing Pictures eBook Guide - Cat Supplies - Cat Gifts, Pet Supplies, Cat Sense, Childrens Books, Children's Education, Education Books, Learning Resources, Education The Education of the Child: And Early Lectures on Education (Foundations of Waldorf Education) Modernizing Minds in El Salvador: Education Reform and the Cold War, 1960-1980 (DiÁlogos Series) Finnish Lessons 2.0: What Can the World Learn from Educational Change in Finland? (Series on School Reform) Finnish Lessons 2.0: What Can the World Learn from Educational Change in Finland?, Second Edition (Series on School Reform) Privilege: The Making of an Adolescent Elite at St. Paul's School (Princeton Studies in Cultural Sociology) Framing Equal Opportunity: Law and the Politics of School Finance Reform (Stanford Law Books) Spinning Wheels: The Politics of Urban School Reform The School-to-Prison Pipeline: Structuring Legal Reform Assessment for Excellence: The Philosophy and Practice of Assessment and Evaluation in Higher Education (The ACE Series on Higher Education) The Flat World and Education: How America's Commitment to Equity Will Determine Our Future (Multicultural Education Series) Is Everyone Really Equal?: An Introduction to Key Concepts in Social Justice Education (Multicultural Education Series) Existentialism in Education:

What It Means (Philosophy of Education Series) Deculturalization and the Struggle for Equality: A Brief History of the Education of Dominated Cultures in the United States (Sociocultural, Political, and Historical Studies in Education)

[Dmca](#)