

forward these three "common" conditions for justifying pluralism, it is but a short step to describing an ideal common curriculum for such a society. The general blueprint suggested comprises: 1) the development of an adequate understanding of the principles of the basic social morality and the values on which pluralism depends; 2) an introduction to the main features of the political, legal and economic system; 3) the acquisition of skills in speaking, reading and writing English as the common language; 4) the effort to gain a critical appreciation of the major aspects of the distinctive common culture in the Australian context; and 5) the development of the general outlook of rationality which permeates every part of the curriculum. These elements would be treated in a thematically organized program of Australian Studies.

The remainder of the book is spent on discussion and comparison with various other models of common curriculum. Several key issues in this last section are matters of interest for Canadian educators also. For example, Professor Crittenden comments on the case for common and separate schools, and concludes that he favours the mixing of ethnic groups in a common school, for reasons of social cohesion. Another topic of interest is his discussion of the case for a subject called multicultural education in the common school curriculum. Since he is opposed to a pluralism composed of culturally retentive ethnic groups, he is doubtful of the merits of such an approach. However, as his earlier argument shows, he is also by no means in favour of a diffuse multicultural relativism as an ethic underlying the entire curriculum. Rather he supports the diffusion of certain universal moral values, an outlook of social tolerance, and an ethic of critical rationality, set within a curriculum culturally relevant to Australia.

This last aspect has a similar counterpart in the anxieties in Canada over the place of Canadian Studies in the curriculum, and its relationship to the principles of a multicultural education. Canadians have still to think through these issues in a far more fundamental way, in relationship to the realities of ethnic and linguistic diversity, the present emphasis on job-related training, the need for Canadian Studies, and the need for a sense of purpose in education at all.

The strength of Professor Crittenden's book is that it tackles these issues for Australian education in a systematic and serious manner. It avoids completely a facile or naive use of multicultural jargon to resolve arguments by sleight-of-tongue rather than by serious dissection of the issues. It is not a book that Canadian undergraduates would find easy to read, but it would repay the effort. Its major flaw in the eyes of a committed cultural pluralist (in the retentionist sense) is that its major argument rests on the view that consensus is possible about certain societal universals. Even the author admits that the Aborigines should have options for social and cultural retention not possible for other ethnocultural groups in his schema. In Canada, Native Peoples may well feel they have a similar case.

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Leithwood, K.A. (Ed.), *Studies in Curriculum Decision Making*, Toronto: OISE Press, 1982. 310 pp. \$18.95.

This book is a collection of studies about the nature of classroom teachers' curriculum decision making (Part I), who influences those decisions (Part II), and how to improve them (Part III). "Curriculum" is defined broadly as "the educative experiences of students" (p. 249), so the papers encompass decisions about instruction and management as well as program. The studies in Parts I and II address such questions as:

1. What are the most salient influences on teachers' curriculum decision making?
2. Which teacher beliefs influence pupil evaluation practices in the classroom?
3. What needs motivate teachers to behave as they do in their classroom?
4. Is the principal typically a curriculum leader in the school and if so, how?

5. What are the key strategies used by university-based change agents to introduce curriculum innovations into schools?
6. How autonomous are teachers in translating ministry guidelines into daily lesson plans?

Although the studies which answer these questions were all carried out in Ontario, their results will have a familiar ring in most other provinces.¹

Beyond answering these descriptive questions (many of which are also addressed in the American literature on teacher thinking), *Studies in Curriculum Decision Making* presents and investigates a comprehensive set of procedures for planning educational change. These procedures are intended to (1) clarify preferred outcomes or images of students and educational agents; (2) identify the current status, outcomes, or behaviours of students and educational agents; (3) define manageable stages of growth between high priority elements of current and preferred status; (4) diagnose obstacles to growth at each stage; (5) design and carry out actions or strategies for overcoming the obstacles; and (6) monitor growth and systematically refine the above conditions as warranted. (p. 288)

This approach is detailed, systematic, and comprehensive, obviously the result of an extensive and extended amount of field research. Although there is no one study in this book of the use of the approach in its entirety, a convincing case is made for its workability and its effectiveness. Leithwood, master architect of the framework for planned change and editor of the book, makes this case by artfully filling in the framework around the diverse studies so that each is seen to contribute in some way to the plausibility of the framework.

Acceptance of the approach to planned change presented here depends on the acceptance of its critical features. These are (1) an ultimate focus on the achievement of desired students outcomes; (2) a conceptualization of movement toward desired outcomes as stages of growth; (3) a conception of classroom teacher curriculum decision making as rational problem solving; (4) the identification of procedures to make teacher curriculum decision making more systematic and effective; and (5) the definition (and improvement) of curriculum management roles for line and staff personnel outside the classroom to support (and improve) teacher curriculum decision making. From my perspective as an instructor of graduate curriculum courses, I was most interested in taking up Leithwood's invitation to use the book as grist for a reflective analysis of the conceptions it puts forth. In particular, I was interested in the views of teacher decision making it contains. There are at least four: decision making as political negotiation (p. 2), rational problem solving (p. 155), deliberation (p. 186), and critical analysis (pp. 134, 166). They belong to the three major authors, Leithwood (who adopts the first two), Connelly, and Robinson, respectively, whose work together takes up 200 of the 294 pages of the book. These conceptions are rooted in the authors' differing views of the curriculum decision making role of the classroom teacher and of the nature of curriculum knowledge, and they result in differing scenarios of an innovation-in-action.

Briefly, my analysis of Leithwood's approach suggests a role for teachers as active, mutually adaptive but essentially uncritical implementors of the curriculum. Even though he acknowledged diversity among teachers' knowledge, belief, and action frameworks, his ultimate aim seems to be for all teachers eventually to demonstrate the same competent performance of the salient dimensions of the new curriculum. The definition of competent performance is found in the "Innovation Profile" (p. 257), a format devised by and filled in with the help of experts to show stages of growth in teacher performance enroute to the ideal implied in the new curriculum. When the new curriculum is fully implemented, one would expect to see all the teachers of that curriculum demonstrate the behaviours defined by the highest level of the Innovation Profile.

Connelly, on the other hand, sees teachers as autonomous because they can close their classroom doors to outsiders and because they are the only ones in a position to effect the necessary balance between an externally developed curriculum and the exigencies of the classroom situation. While some curriculum decisions are rational and draw on a common knowledge base, others are necessarily intuitive and draw on the teacher's practical-personal knowledge. Thus, the innovation-in-action will look different in very classroom, and the only legitimate commonality across classrooms is the broad

statement of curriculum policy which designates long term aims (such as good citizenship) and principles which are not to be infringed (such as equal access to educational opportunities).

Robinson's position incorporates and yet supercedes both of these. Robinson sees teachers as critical decision-makers, that is, people who reflect on and evaluate their actions and the bases for them. To critique intelligently requires knowledge and skill. Robinson puts forward a well-justified case for what counts as the most appropriate and valuable knowledge and skill required by teachers for intelligent curriculum decision making. The expectation is that teachers will utilize this knowledge because of its inherent worth, namely its power to stimulate learning in students. Similarity in practices across teachers is anticipated, not because it is expected by outside-the-classroom facilitators and not because inside-the-classroom differences have been eradicated, but because there is a "best practice," which intelligently critical teachers will choose.

I hope through this brief analysis to have hinted at the richness of the studies included in this book. In particular, Robinson's articles outline a way of approaching curriculum comprehensively and practically that is novel in the curriculum literature. Curriculum scholars of all persuasions, both academics and practitioners, can expect to find something of benefit in this collection of studies. The book is not only, as Leithwood had hoped, an important contribution to studies of curriculum decision making, but it is also an important addition to our practical knowledge about intervening in such decision making.

Notes

- ¹ The "short answers" to the questions posed at the beginning of this review are the following:
1. The strongest influence on teachers' curriculum decisions are teachers' past experiences of what holds student interest and leads to student satisfaction and learning.
 2. Teachers' assessment practices correlate highly with their personal beliefs, and the most influential factor is ability of the students.
 3. In their daily practices, the strongest needs teachers strive to fulfill are needs for students to be interested, to understand and enjoy classroom activities; and concomitant needs for independence, freedom and flexibility in deciding which classroom activities to pursue.
 4. The principal can influence teachers' curriculum decisions through exerting formal authority, manipulating outside-the-classroom and inside-the-classroom rewards, molding the norm structure of the school, encouraging teacher participation in school-wide curriculum decision making, and being supportive in personal interactions with teachers, but usually he does not take advantage of these opportunities.
 5. The primary contributions of university-based change agents to innovations in schools are their ability to conceptualize the problem(s) represented by the innovation, to provide a wide array of information for solving the problem(s), and to instruct in problem-solving procedures.
 6. Most teachers are "moderately autonomous" in translating ministry guidelines into daily plans, that is they operate within general program outlines set by the school board and specific course outlines developed by the school.

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Schubert, William Henry. *Curriculum Books: The First Eighty Years*. Lanham, MD: University Press of America, Inc., 1980. xviii, 389 pp. \$23.50 (U.S.) cloth; \$14.00 paper.

William Schubert has provided the curriculum field with an invaluable service: he has not only given it a comprehensive list of more than 1100 curriculum books published in the English-speaking world, but he has also provided a decade-by-decade account of the trends in this writing. The book contains,