case of regional bias? Having said that, let me hasten to add that the staff of *RFR/DRF* works long and hard and that they produce one excellent issue after another on a very limited budget. I am simply making a plea for more recognition of feminist work across the country.

The only really disappointing omission in "Women and Education I and II" is the failure to include a review article on feminist pedagogy and andragogy. O'Brien introduced some important questions about feminist educational practice and these might well have been taken up in another article reviewing several recently published books including *Learning Our Way: Essays in Feminist Education* edited by Charlotte Bunch and Sandra Pollack and *Learning Liberation: Women's Response to Men's Education* by Jane L. Thompson.

Taken together the two issues of *RFR/DRF* on women and education provide much needed information on sources and resources that are available as well as information on published and ongoing research. Anyone doing teaching, course and/or program development or research, particularly in (but not only in) the area of feminist education should have these two issues. Single copies of each issue can be purchased for $6.00. Five sets or more may be purchased for the special package price of $10.00 per set. Orders should be sent to: *RFR/DRF*, c/o Ontario Institute for Studies in Education, 252 Bloor Street West, Toronto, Ontario, Canada M5S 1V6.

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Goodlad, John I., *A Place Called School: Prospects for the Future*. Scarborough, Ont.: McGraw-Hill Ryerson, 1984, 396 pp. $25.95 (hardbound), $13.95 (paper).

In his book, *A Place Called School*, John Goodlad once again takes us behind the classroom door in order to enable us to better understand what goes on there and to consider what reforms are both possible and good there. This book is based partly on the conclusions reached in Goodlad's recent, massive research project, A Study of Schooling. This study was carried on over several years and during which time researchers, under Goodlad's direction, travelled to most regions in the United States in order to visit 1,016 classrooms, 1,350 teachers, 8,624 parents, and 17,163 students. This book is also grounded in Goodlad's long experience as a researcher in and thoughtful theorist about American curriculum and schooling practices. In an important way, this book represents the thinking of John Goodlad as much as it does the information collected during his Study of Schooling. Perhaps, put smartly, this book is Goodlad's act of synthesis.

*A Place Called School* is more properly considered as two books, rather than as one. On the one hand, it consists of descriptions of what is the case generally about American schooling. On the other, it is composed of prescriptions for what can be and should be the case with schooling. So, *A Place Called School* is as much about what actually is, as it is about what is possible for American schooling.

Regarding the first and empirical dimension of the book, the salient question to ask clearly is the seemingly benign one. What is it that we know now about schooling that we did not know before? Simply, a lot. Some of the empirical claims that Goodlad presents, particularly in chapters four through seven, enable us to travel far beyond the conventional wisdom of and current research claims about the practices of schooling. The data, as Goodlad points out, once mustered around their research questions, provide for the formulation of thick and rich descriptions of the way things are. At times even Goodlad confesses astonishment over the research conclusions, conclusions which certainly underscore the sensible notion that we do not know all that we need to know about schooling in order to bring about proper reforms.

The empirical claims in *A Place Called School* are presented for at least two reasons. The first is obvious: to illuminate some poorly understood schooling practices and to reveal some of their deeper structures. The second, while less obvious, is probably more important. Goodlad claims that if Americans are to be able to reform their schools, they first must understand intimately the schools they have. Too often, school people have attempted to improve schooling practices without having proper understanding of what it is they are attempting to improve. Such efforts typically result in failure. Goodlad's point is a simple and cogent one. Reform necessarily begins from what actually is the case in and with schooling. But, what actually is the case is not properly understood. A Study of Schooling, while demonstrating this point, does make a contribution to this sorrily needed under-

standing. Further, once some understanding has been reached, specifically about the constraints understood to be inherent in the actual, then, what actually is the case can be transformed in terms of possibilities and visions.

This sensible argument leads Goodlad to the second reason for writing his book: to proffer a prescription for the transformation of the American compulsory schools. The prescription is a rich one incorporating within it considerations of what should be the case about curriculum, pedagogy, school organization, school and community relationships, and teacher preparation. As the pages turn, the vision of future possibilities matures and with this maturation comes greater challenge to educators, policy makers, and parents alike. The prescription is a thoughtful one in which logistical considerations are carefully addressed. At times, it is clear that Goodlad has anticipated his critics, particularly the ones whose justification for any projected school reform is lodged in economics. At other times, it is clear that Goodlad has let his mind range in a carefully studied and yet free way. It is at these moments that we find Goodlad hopeful, humble, and clearly at his best.

The limitation of this book for a Canadian audience is quite obvious. Goodlad has written a book for Americans, and that was as it should have been. However, the book requires a careful study by Canadians for three reasons. First, there is much in the descriptions that speak to the Canadian compulsory schooling system. It is up to Canadians to sort out what applies and what does not, and to relish what provokes. Second, the book should remind all Canadian educators that a similar study has not occurred in Canada but clearly should. If we are to improve our schools, and it is difficult to argue against their improvement, for while they are generally regarded as good and effective places, they are not ideal places. Therefore, it behooves us to amass the kind of information such as that found in *A Place Called School* in order to ground our reforming efforts in what actually is the case about Canada's schools. Third, *A Place Called School* is as much a vision about what is possible as it is anything else. No society can have too many visionaries, and currently in Canada, schooling as a place of practice and field of study is suffering from a paucity of dreamers. We have had great ones in the past. People such as Ryerson, Neatby, Hall and Dennis have enriched our schooling debate and enabled the progression of our places called school. Currently, most of the Ministries of Education across Canada are engaged in regular forays into our schools, riding on the backs of reforming steeds. Too often, the direction and substance of their jousts have been shaped by peeking across the 49th parallel. When questioned, many policy makers have justified their actions by claiming that there is nowhere else to look. This is sad indeed.

Alfred North Whitehead once said that style is the ultimate morality of the mind . . . the exclusive privilege of the expert. If this is the case, and to my mind it is, then, from my years of reading Goodlad's myriad of written works and listening to some of his presentations, I am developing a sense of Goodlad's style. Something of the man has come to infuse the written and presented word. It is more a result of his style rather than his words that he makes it tremendously clear that schooling is a social good, not to be forsaken, taken for granted, nor lightly. He sees schooling as people who must be empowered in order to reform themselves. Nonetheless, such reform will not be done by people like Goodlad. Only school people will reform the way they live together and the ends they hold. Yet, Goodlad knows some things about schooling that most of us do not, has dared to dream in a way few others have dared, and has had the courage to share all of this. Though such sharing, Goodlad will help to empower those whose task it will be to reform a place called school. It is through this essential conversation that Goodlad's morality and understanding speak and give voice to the style of the man.

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Marsh, Colin, and Stafford, Ken, *Curriculum: Australian Practices and Issues*. Sydney, Australia: McGraw Hill Book Co., 1984, 290 pp.

This book will encourage teachers who have an aversion to esoteric theory devoid of practical considerations, to read, think and act in an informed manner when they are considering planning curriculum activities for their students. I read the book in two sittings and it was only after I put down the 290 pages, the 370 referred to bibliographic entries and supporting glossary that I realised how supportive the text was in the theory and practice of curriculum at a generalisable level.