

use to foster a fundamental shift in education towards a better balance between affective objectives and purely cognitive objectives.

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Walker, D.F. & Soltis, J.F. (1986). *Curriculum and aims*. New York: Teachers' College Press, Columbia University, 116 pp., \$8.95 U.S. (paper).

Curriculum and Aims is written with two different applications in mind. It is intended for use as one component of a series of five books which collectively might form the text for an undergraduate course in foundations of education. The authors suggest that it may be used, alternatively, as a primary text for a full course on curriculum and aims. As I was asked to review only *Curriculum and Aims* I will assume the second purpose, primarily.

Curriculum and Aims closes with a brief reference to three orientations to curriculum, namely the transmission, transaction and transformation positions. The book itself falls naturally into a combination of the first two of these. It is assumed that the reader has no previous substantial knowledge of curriculum theory. Hence, one purpose is to transmit this knowledge to him. A second purpose is to cause the reader to think actively and develop his own conceptions about curriculum. In this sense, the book is transactional.

As an approach to describing the content of the book I will draw upon the questions posed by Tyler in his model for curriculum. First, what objectives do the authors intend the reader to attain? Perhaps these are to be able to describe a variety of approaches to curriculum, to demonstrate how these relate logically to aims, and to develop and describe a personal position relating curriculum and aims. Second, what learning experiences are provided to enable the reader to attain these objectives? The approach taken is to expose the reader to a range of curriculum perspectives from Plato to Peters, repeatedly calling for reflection upon the implications of each. Third, how are the learning experiences organized so as to maximize their cumulative effect? The authors allow for several possibilities but it is clear that they favor the use of some or all of a set of nineteen vignettes each relating and directly referenced to particular pages in the text book. Each causes the reader to reflect upon and generate his own position on issues relevant to the topics raised. Indeed, it is primarily in this way that the book becomes transactional in orientation. Ultimately, through a consideration of such questions

and others raised in the body of the text, the reader is led to a construction of his own aims. In this way he is led to interact with the authors' ideas and the ideas of some of the giants of our curriculum past and present. As a word of caution here, I interject that I found diverting to each and every one of these to be a substantial chore. In the lecture room, with opportunity for discussion, the exercise might be considerably more palatable. Tyler's final question relates to evaluation. How will effectiveness be evaluated? There is no treatment of this in the book, of course, and the ultimate evaluation will be in the minds of its readers. The reviewer is but one of these, albeit in a more public setting than most.

Curriculum and Aims offers a scholarly and thoughtful synopsis of a variety of philosophical perspectives on curriculum and the relationship of these to aims. As such it is illustrative but not comprehensive. The writers have fallen into the trap of trying to capture audiences that are perhaps too different for each to be served equally well. As a curriculum text, as opposed to being part of a coherent series of foundations texts, the book is interesting and illuminative but hardly adequate. Further, the scant attention paid to the role of educational psychology in the formulation of aims is a major weakness. Admittedly some may argue that psychology is too flimsy a base upon which to build a curriculum. Yet we have done and do. For example, it would not be difficult to identify and differentiate the psychological roots of two curricula if one was developed from the basis of developmental psychology while the other was developed from a behaviorist position. Nor is it always a matter of organizing the curriculum on particular psychological lines once the aims have been established. In curricula like Science Curriculum Improvement Study (SCIS) and Science A Process Approach (SAPA), for example, it is clear that the psychology, aims and curriculum were considered in that order.

Curriculum and Aims may be most useful as part of a general foundations course, but it may also serve as a useful adjunct to an introductory course in curriculum. At the very least it may offer a sense of purpose in the shifting sands of curriculum.

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Lieberman, A. (Ed.). (1986). *Rethinking school improvement: Research, craft and concept*. New York: Teachers College, Columbia University, 227 pp., \$12.95 (paper).

When one is asked to review and perhaps criticize such writers as Lieberman, Miles, Passow, Sarason and Strickland, it is comparable to being asked to criticize