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

the work of the masters. These writers and others in the book *Rethinking School Improvement* represent the great minds on this topic. For the editor to condense all of these articles into a short text is in itself an outstanding accomplishment.

The text should be compulsory reading for all graduate students and others interested in school improvement. None will agree with all of the themes, but all should be stimulated to expand their thinking on this important topic. One must exercise caution to avoid becoming pessimistic as one reads the chapters in Part I of the text. It is hoped that the writers are being provocative and that these testimonials do not represent their actual state of mind.

Seymour Sarazon opens the text with what appears to be a preview (review) of his forthcoming book. The writer has some brilliant insights concerning the issues in the training, selection and behavior of teachers. Since this is such an extensive topic it cannot be dealt with adequately in a few pages. Each of the issues could constitute a separate article. It is hoped that the anger and despair echoing through the synopsis do not leave the reader with similar feelings. Such an aura of negativism was not necessarily the best way to begin the book.

In her article, Maxime Green asks us to think about our role as teachers, the magnitude of the task, the diversity of the role, and the wonder of the potential. This is an article which could constitute the foundation for a course in graduate study. To paraphrase a quote from p. vii of the introduction, Professor Green reminds us that the world we live in is both linear and nonlinear, artistic and scientific, private and public, planned and unplanned.

The paper presented by Judith Little reminds us that organizational realities temper major educational change. Where the leadership is strong and there is continued commitment to collaboration, there is a greater chance that some professional development may occur. Such a comprehensive model is bound to produce some successes, and one can only hope that the exercise was worth the training, time, money and input.

In an attempt to explain failure in implementation, Tom Bird looks at some of the symptoms. It is perhaps unfair to label mutual adaptation as a survival tactic. Perhaps in the context of a profession it is the best that we can achieve. Perhaps the reference to blunting and downsizing in the following article is an attempt by professionals to control their own destiny.

Huberman and Miles provide some refreshing insight into the wonderful world of change. On page 175 a very relevant comment suggests a possible dysfunction; implementation can be a social technology, school improvement can be enacted but one pays a price for it in the degrees of freedom allotted most of the main actors.

Smith et al. suggest that the phenomenon of educational innovation needs to be reconstrued. They believe that we have been guided by technological, political and cultural perspectives. A plea for history and life history approaches to broaden the discussion on educational innovation is presented by the authors. Although one cannot argue with the use of multiple interrelated perspectives, one must be aware of the dangers inherent in constant introspection.

Lieberman and Millar tie the articles together in a plausible summary of Part I. The reader is reminded that most teachers have learned to teach by doing it, that many teach as they were taught, and that teaching is idiosyncratic and experiential. It is understandable that the most promising strategies involving change have focussed on the teacher, the classroom and interactions within the school. The list of summary statements on page 108 is worth the price of the book. They truly represent the state of the art in educational innovation.

This reviewer is tempted to suggest that the article by Deal could have been included with the anger and despair in Part I. Most certainly change always will have its winners and losers, its contents and conflicts as well as its successes and failures and its strengths and weaknesses. A major weakness suggested by Deal is that we have been conditioned to look outside education for assistance. We have the expertise, the creativity, the training, the resources within our own profession and within our own community. One is reminded that John Goodlad said much the same thing more than twenty years ago.

Schlechty and Joslin use some overworked metaphors to describe the current debate over school quality and school improvement. The reader is tempted to view the exercise as a caricature and to wait for a new description of the Mark Hopkins metaphor. One could immediately visualize the 1987 teacher sitting on the student talking to the log. The final section of this paper provides some meaningful recommendations for school improvement. However, this reviewer would have liked some development of the post-industrial society concept that is alluded to at the end of the article.

McLaughlin addresses one of the most controversial issues in school improvement, namely, teacher evaluation. For some reason a sense of anger and despair is not felt in the early section of this paper. One tends to view it as clever review of the literature on teacher assessment. McLaughlin reminds us that schools are normative institutions and that teaching is a craft in which excellence relies heavily on commitment, enthusiasm and the desire to do one's best. Readers are reminded that research has presented us with a body of knowledge on adult learning which has largely been ignored by educators themselves. Although readers may not agree with all of the themes introduced in this paper, they are stimulated to support the views on the topic of teacher evaluation.

Joan Jacullo-Noto provides some practical insight into the potential for school improvement using interactive research and development. For Faculty of Education professors engaged in such endeavors the article provides some much needed recognition and support. The promises, pitfalls, pressures and possibilities are outlined by the author in a readable fashion. This reviewer was impressed with the discussion on the theory-practice dilemma as it relates to research and development. Teachers want answers to questions and a solution to their problems while veteran researchers are seeking more fundamental causes of the phenomena under study.

Judith Schwartz indicates that teacher-directed inservice can be effective. Undoubtedly all of the necessary components were in place in the Scarsdale setting

described. No project can be effective without leadership, cooperation, commitment and dedication. Yet one is certain that there must have been some conflict, minor power struggles and some despair. The author perhaps was aware that the previous articles in the book presented sufficient negativism and, therefore, did not address such issues.

It is not possible to pay tribute to all of the contributors in a short review. Through this reviewer's rose-colored glasses, the authors made an impact. In most cases, one wishes to seek out other articles by the authors. The book is not for easy after dinner reading; it does not flow from front to back. It is, however, mandatory reading for persons interested in and dedicated to school improvement. It is indeed a pleasure to be stimulated by the great minds in school improvement. It is hoped that educators will read it, react to it and be motivated to respond to the challenges inherent in the text.

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Manley-Casimir, M.E., & Sussel, T.A. (1986). *Courts in the classroom: Education and the Charter of Rights and Freedoms.* Calgary, Alberta: Detselig Enterprises Ltd., 244 pp., $16.95 (paper).

No adult living in Canada — or for that matter in the United Kingdom — could have been entirely unaware of the political turmoil which surrounded the adoption of the *Constitution Act*, 1982. With varying degrees of interest, excitement, hope or cynicism, Canadians reacted to their new Constitution and the *Canadian Charter of Rights and Freedoms*. The judicial meaning still obscured by the need for legal decisions, the emotive wording of Section 15 of the Charter which guaranteed to all Canadian "equality before and under law and equal protection and benefit of law" demanded attention. If it was clear that the rights and freedoms guaranteed by the Charter would "make a difference" to Canada's educational institutions, it was less clear what the nature and scope of the difference was likely to be.

The collection of essays which resulted largely from the fourth National Policy conference held at Simon Fraser University (June, 1983) is an attempt to alert all those with responsibilities for educational governance to the need for examining current policies and practices. The essays cover four major topics: (1) the potential impact of the Charter on the rights of students and teachers; (2) perspectives on the interaction between education and the Charter for minorities; (3) the potential impact of the Charter on educational policymaking; and (4) a survey of recent constitutional trends in Charter jurisprudence and education.