

Schubert, W. *Curriculum: Perspective, Paradigm and Possibility*. New York: MacMillan Publishing Corporation, 1986, 478 pp. \$23.00 U.S.

Curriculum: Perspective, Paradigm and Possibility is the latest of several general curriculum books to appear in recent years. Schubert's book is an attempt to "provide state-of-the-art presentations of curriculum knowledge" (p.19) and, with that purpose in mind, his book shares much with the other books.

In this book, Schubert explores a central philosophical question, that is "What does it mean to live a good and fulfilling life?" (p.viii). From this question he derives a basic curricular question: "What kind and quality of knowledge and experience enable a person to live a good and fulfilling life?" (p. viii). These two questions, the broad philosophical one and the curricular one, set the boundaries for what Schubert sees as his mission, that is,

"to help professional educators perceive the profound contribution that they can make. By reflecting deeply on the influence they have, by inquiring broadly into the spheres of literature that speak to curriculum issues, and by carefully developing a curriculum philosophy that is always growing, educators in many walks of life can help others to embark on journeys of meaning that lead them to lives more fulfilling to themselves and to those with whom they interact" (p. viii).

The book

"is an attempt to share some of the considerations that my studies reveal are important for those who want to enable others to develop the curriculum of their own educational lives" (p.ix).

Schubert's purposes appear two-fold: to provide a comprehensive summary of work in the curriculum field and to help readers reflect on and develop their own curriculum philosophies. He sets out to do this in 478 pages divided into 16 chapters within 3 main parts. Chapter 1, a comprehensive introduction, lays out the purposes of each part and each chapter within those parts.

Part 1, Perspective, has 5 chapters and here Schubert "treats different aspects of the intellectual and practical environment that surrounds curriculum and gives it meaning" (p. 8). Chapter 2, The Curriculum Field, lays out the field as "a professional field of inquiry and activity" (p. 8). Chapter 3, Historical Antecedents, examines the roots of theory and practice and sets the work in historical context. Chapter 4, Relevant Contexts, looks at the "panorama of contexts" (p.9) of curriculum, organized within 3 general categories of contextual forces: political, economic and value contexts; culture within the school environment; and application of the idea of curriculum to nonschool experiences. Chapter 5, Philosophy: Realm of Assumptions, explores the links between action, policy and philosophical assumptions. Chapter 6, Policy, depicts curriculum as a form of policy and examines a number of policymakers and the extent to which they should influence curriculum policy.

Part 2, Paradigm, outlines the paradigms or conceptual frameworks that have been used to discuss, research and work with curricular phenomena. Chapter 7, Paradigms in Curriculum, introduces the idea of paradigms of inquiry and applies them to curriculum inquiry. Chapters 8 through 11 discuss the dominant paradigm, the Tylerian paradigm, in 4 chapters. Each chapter is entitled Paradigm of Perennial Analytic Categories with subheads of Purpose, Content or Learning Experiences, Organization, and Evaluation. Chapter 12, Paradigm of Practical Curriculum Inquiry, explores the Schwabian paradigm with the focus on the practical, quasi-practical and eclectic. Chapter 13, Paradigm of Critical Praxis, deals with the reconceptualist work of those whose curricular writing derives from existentialism, phenomenology, critical theory and personal theorizing.

Part 3, Possibility, has 3 chapters. In this part of the book Schubert attempts to "project possibilities imaginatively" (p.12). Chapter 14, Problems and Proposals Facing Curriculum, explores curricular problems on two levels, the first, the instructional and institutional level and the second, the societal and ideological level. Chapter 15, Professional Development and Curriculum Improvement, advances a view of professional development as essential to effective curricular improvement. Chapter 16, Promising Directions in Curriculum: A Personal Hope, summarizes what Schubert hopes is the main message from each chapter and unleashes what he called his "curricular fantasies". He includes such fantasies as hopes that "all connected with education, especially teachers, engage in a form of theorizing that fits their unique needs and circumstances" (p. 420) and that "more teachers and students will realize that they are curriculum makers" (p. 423).

The book is marked by several interesting features. One feature that perhaps suggests more order to the field than is apparent to other curriculum writers is the use of an alliterative technique in chapter and section headings. A second feature is the use of 'guest speaker' commentaries. Early in the book Schubert identifies three curriculum orientations, intellectual traditionalist, social behaviorist and experientialist. Each of these orientations is given as a guest speaker presentation. At various points, at least once in each chapter, he includes a comment on the topic under discussion from each 'speaker'. Schubert identifies his own orientation as "closest to the experientialist, with heavy doses of intellectual traditionalist" (p. 14). However, his own orientation does not become evident in organization and treatment of topics. A third noteworthy feature is a section at the end of each chapter in which suggestions for further readings on topics dealt with in each chapter are provided. A final section in each chapter, Recommendations for Reflection, poses a series of questions to help readers focus possible discussions with colleagues or classmates.

The book is a comprehensive one. It organizes and treats the various topics and issues in the curricular field. Does it work? Can one book provide both a comprehensive view of the field of curriculum and also provide a means by which we can help practitioners and researchers reflect on and develop their own curricular philosophies? It is to both purposes that Schubert addresses his book. The book certainly does the former in its careful survey of the field. It falls short in meeting its latter purpose. Schubert attempts to fulfill the latter purpose with his series of reflective questions and with the provocative comments from the three guest speakers. These two techniques, however, are not sufficient to engage readers in reflection upon their curricular philosophy. The sense of curriculum as a field of diversity, scope and complexity is apparent but the book fails as a useful tool for engaging readers in reflection. The book, however, will be a valuable one for those new to the field who want a thoughtful and comprehensive introduction to the field of curriculum.

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Wilkinson, Paul F., & Wyman, Miriam (Eds.). *Environmental Challenges: Learning for Tomorrow's World*. London, Ontario: The Altman Press, 1986, 230 pp., \$24.95 (paperback).

The collection under review arose out of a conference dealing with Man-Environment impact held in Toronto in November, 1976. The major thrust of the conference and consequently this collection of essays was to "contribute to the quality of environmental education . . ." as well as "to enhance the environmental awareness and globally increase our understanding of one another's problems through a wide variety of conference sessions provided at all levels" (page vii). The collection includes a disparate set of papers ranging from normative, ethical issues such as "Why We Should Worry About the Extinction of Other Species" by Paul R. Elrich and "Communicating Environmental Values" by Robert Paehlke to technical environmental issues such as "Soft Energy Paths for Canada" by David B. Brooks and John B. Robinson and "Impacts on Agriculture and Forestry From Fossil Fuel Combustion Residuals" by Orie L. Loucks to political interventions such as "The European Community Environmental Education Network" by Anton Trant and "The Greenpeace Foundation: Communication Through Non-Violent Direct Action" by Maury Mason. The essays are directed towards "educating educators in order that they might better understand (and thus be better able to convey to their students) the current environmental situation around the world" (page ix).

I fear that this collection of essays essentially fails in these goals, not for want of excellent contributions, for there are many, but in part, due to editorial inadequacy in bringing these essays together in a coherent manner. The collection fails for a variety of reasons. A few authors address themselves directly to the educational goals explicitly stated in the preface and foreword. Only Albert Baez in "The Education Challenge of the World Conservation Strategy" and Anton Trant in "The European Community Environmental Education Network" address these issues directly. Others, such as David S. Suzuki in "Coping With Science and Technology in the Eighties" and Peter Timmerman in "Is It Possible to Teach Environmental Ethics?," discuss these issues in passing.

The main difficulty I have with this collection is that I find too little in it, at the same time that I find too much diversity in it. There is too much diversity in that there are no unifying elements, principles or arguments which bring these various essays together. The various essays do express "the environmental attitude".