

1993

Book reviews

John R. Godfrey
Edith Cowan University

Barry Down
Edith Cowan University

Edmund Z. Mazibuko
University of Swaziland

Russell Waugh
Edith Cowan University

John Woods
Edith Cowan University

Follow this and additional works at: <https://ro.ecu.edu.au/ajte>



Part of the [Education Commons](#)

Recommended Citation

Godfrey, J. R., Down, B., Mazibuko, E. Z., Waugh, R., & Woods, J. (1993). Book reviews. *Australian Journal of Teacher Education*, 18(1).

<https://dx.doi.org/10.14221/ajte.1993v18n1.5>

This Book Review is posted at Research Online.
<https://ro.ecu.edu.au/ajte/vol18/iss1/5>

not impossible to discuss curriculum issues in a meaningful way without looking at them in a social, cultural and historical context.

CONCLUSION

An attempt has been made in this paper to outline the major areas of study in the history of curriculum appropriate especially for students involved in post-graduate programmes like the M.Ed. It has been argued that there are four major areas of study, namely, a general study of the basic issues in the history of curriculum in one's own State, a basic course in the nature and methodology of history with particular reference to the history of curriculum, a study of the historical dimension of a selection of current curriculum issues, and a consideration of a variety of case studies as resources for suggestion and creativity latent in the thoughts and practices of other times and other lands. It is to be hoped that the major issues which have been raised will provide food for thought and discussion amongst those who are responsible for constructing courses in curriculum studies and provide directions for those with particular responsibility for the history of curriculum within such course

REFERENCES

- Broudy, H.S. (1967). *Philosophy of Education: An Organisation of Topics and Selected Sources*. Chicago: University of Illinois Press.
- Charlton, K. (1968). The contribution of history to the study of the curriculum. In J.F. Kerr, *Changing the Curriculum*. London: University of London Press Ltd.
- Goodson, I. (1985). The making of curriculum. Paper presented to the American Educational Research Association, Chicago. March 31-April 4, 1985. (ED 257720).
- King, A.R. and Brownell, J.A. (1966). *The Curriculum and the Disciplines of Knowledge*. New York: John Wiley.
- Lawn, M. and Barton, L. (1981). *Rethinking Curriculum Studies: A Radical Approach*. London: Croom Helm.
- Lawton, D. (1980). The end of the secret garden? a study in the politics of the curriculum. In Peter Gordon, *The Study of Education*. London: Woburn Press, Vol. 2.

Leon, A. (1985). *The History of Education Today*. Paris: UNESCO.

Marsden, W. (1979). Historical approaches to curriculum study. In History of Education Society, *Curriculum Development - An Historical Appraisal: Conference Papers, December 1978*. London: Taylor and Francis.

Marwick, A. (1971). *The Nature of History*. London: The Macmillan Press Ltd.

Midwinter, E. (1970). *Nineteenth Century Education*. London: Longman.

Peters, R.S. The philosophy of education. In J.W. Tibble, (1969), *The Study of Education*. London: Routledge and Keegan Paul.

Rogers, P.J. (1984) Why teach history? In A.K. Dickinson. *Learning History*. London: Heinemann.

Rutschky, K. (1983). Erziehungszeugen. *Zeitschrift für Pädagogik*, August, 499-517.

Seddon, T. (1989). Curriculum history: a map of key issues. *Curriculum Perspectives*, 9, 4, October 1989.

Simon, B. (1969). The history of education. In J.W. Tibble (ed), *The Study of Education*. London: Routledge and Keegan Paul.

Stanley, W.O. (1968). The social foundations subjects in the professional education of teachers. *Educational Theory*, 18, 3, 224-36.

Sutherland, B. (1985). The place of theory of education in teacher education. *British Journal of Educational Studies*, 33, 1, 222-234.

Taylor, P. (1979). *New Directions in Curriculum Studies*. Lewes: Falmer Press.

Wardle, D. (1970). *English Popular Education*. Cambridge: Cambridge University Press.

BOOK REVUES

Musgrave, P.W. (1992). *From Humanity to Utility: Melbourne University and Public Examinations 1856-1964*. Hawthorn: ACER. 340 pages.

This book examines the manner in which the University of Melbourne "created, maintained and controlled the system of public examinations" (1992, p.5) in Victoria from 1856 to 1964. Musgrave's major contention is that the debate over public examinations reflected a broader ideological struggle between the humanitarian and utilitarian traditions of education. He emphasises the role of public opinion in influencing the education system to respond to the realities of changing economic and political circumstances. In the process, he accentuates the hegemonic influence of the university's examinations on the whole education system of Victoria.

The book operates at three distinct levels. It sets out to explain the relationship between social structure and human agency. As a consequence, Musgrave devotes considerable space to the historical, economic and political context of the public examination debate. Within these broader constraints, he explains the manner in which various interest groups struggled to control the nature, content and process of education. Finally, at the school level, he examines the implications of the broader ideological struggle in relation to the organisation of the school curriculum in the private and public school systems.

Chapter one briefly outlines the major conceptual ideas that illuminate the book. Musgrave alludes to some important theoretical ideas to order his data and expose the interests that stimulated public examination reforms in Victoria between 1856 and 1964. The ideas of structure and culture provide the major 'organising principles' for this rather ambitious task.

Chapter two analyses the early power struggle between the proponents of the classics and the modern subjects. Musgrave demonstrates that in the period 1856 to 1880 the governing elite sought to impose a particular set of cultural arrangements on the Victorian education system. From the beginning, a strong relationship between the elite private schools and Melbourne

University effectively limited any attempt to establish alternate parameters of a worthwhile education.

Chapter three traces some of the early pressures to reform the public examination system. Under the influence of broader economic, political and social changes pressure to broaden the range of examination courses mounted. Melbourne University came under increasing pressure to offer a curriculum more relevant to the contemporary world. Thus in the 1890s utilitarianism became increasingly influential as the industrial and commercial bourgeoisie demanded courses in engineering, agriculture, forestry and the sciences.

Chapter four charts the move toward 'adaptation and modernity' in the period 1905 to 1916. In the first decade of the twentieth century Federation, industrial growth, economic prosperity and social mobility created a mood of optimism in Australia. After Federation there was a general consensus between the ruling elite and working class about the desirability of social peace. In this context schools adapted their curriculum to the modern era and moved in an utilitarian direction. At this moment the Education Department started to mediate in the debate over the role of secondary education and public examinations.

Chapter five examines the role of Theodore Fink and Frank Tate in engineering the establishment of the Schools Board in place of the Board of Public Examinations. In the context of Musgrave's argument, the balance of power shifted to the self interest of the industrial bourgeoisie under the impact of technological progress. Reformers like Tate and Fink were able to affirm the values of national efficiency to appeal to the ruling elite.

In chapter six Musgrave explains how Melbourne University's desire for a distinct university entry examination allowed the Professorial Board "to reclaim the function of policing the standards of matriculation while allowing the School Board to run the Leaving Certificate" (p.256).

A final chapter draws together some of the major historical and sociological conclusions arising from the study. Unfortunately this concluding chapter is disappointing. The first chapter promised much but the final chapter delivered little of consequence. Possibly Musgrave wearied of his task.

Central to the book is Giddens' idea of the 'duality of structure' or the relationship between social structure and human agency. Unfortunately, for the theoretically inclined, this discussion is limited. Nonetheless the book is an important reminder that some individuals and social groups are empowered to speak about what counts as valuable and legitimate knowledge in the education system. It offers some valuable insights into the 'goings on' of various examination bodies, university senates and professorial boards.

However, the reader is left wondering where this account is leading to? Is the major aim to show that education is instrumental to the needs of the economy? Recent developments demonstrate that educational reform has been easily hijacked into serving the instrumental objectives of economic rationalism and economic efficiency. If so, is the book challenging the dominant or prevailing hegemony and contesting the inequalities of wealth, power and status?

Musgrave also draws attention to the certification role of public examinations in selecting a small number of University entrants and certifying the rest of the school population for the job market. As a consequence, the public examination system tended to reinforce the hegemony of the competitive academic curriculum connected with the elite private secondary schools.

While Musgrave has revealed a fine level of scholarship and research there are a number of weaknesses evident in the manuscript. The story is a little long-winded even for those interested in the history of Australian examinations. The excess of historical baggage sometimes causes one to miss the key ideas developed in chapter one. Unfortunately the narrow focus of the book excludes any comparative reference to other state education systems.

Nonetheless, Musgrave achieves his objectives. The book is thoroughly researched and written in a clear style. His sources are intelligently and thoroughly pursued.

In short, this publication should be essential

reading for all scholars interested in social history, in particular, the history of examinations. It is highly recommended to educators at all levels who wish to gain an insight into the origin of the Australian examination phenomena.

John R. Godfrey and Barry Down
Edith Cowan University

Batten, M, Marland, P. & Khamis, M. (1993). *Knowing How to Teach Well: Teachers Reflect on Their Classroom Practice*. Hawthorn: ACER Research Monograph, 84 pages.

Knowing How to Teach Well is a paperback collection of research studies carried out by three researchers in Victoria, Queensland and New South Wales as part of the ACER project. The three authors of the book are researchers who are involved in teacher education in universities in the states where they conducted the study. From the little information one gathers about the authors from the book, it seems the authors are experienced researchers and teacher educators.

The basic aim of the study as specified in the book was to "enable teachers to articulate, develop and share their professional craft knowledge" (p.8). Teachers were encouraged to talk about their teaching by identifying and reflecting on the positive aspects of their teaching. This was done so that the teachers "might provide researchers both with an insight into effective teaching and with information about the feasibility of using such an approach as a basis for school-based, collaborative professional development" (p.61). There is no doubt that the book is an Australian contribution to the literature on teachers' craft knowledge, that is currently being dominated by studies from North America and Europe. The book provides an understanding of teachers craft knowledge by reporting three case studies carried out in Australia based on a study carried out in Scotland by Brown and McIntyre (1989).

The book consists of six chapters plus a reference section, figures, tables and a comprehensive reference section. In Chapter 1, Batten discusses the context of the project. Here the author succinctly and coherently explains the aim, purpose and design of the studies, and sets the scene for the rest of the book. As already pointed out earlier, the aim of the study was to encourage teachers to articulate, develop and share their professional knowledge. I think though that the treatment of the concept of "craft knowledge"

was not adequate. This section should have explored the concept in much greater detail, by exploring the work done in this area in Australia and other parts of the world and how this work contributes to that body of literature. There are certainly different views about craft knowledge and the authors should have tried to explore the areas of convergence and divergence. The insights of those who write about teaching as a craft have much to offer researchers, teachers and teacher educators in Australia and elsewhere, bearing in mind that the authors claim that the book is a rich resource for these groups.

In Chapter 2, Britten reports a survey of students' perceptions of effective teaching carried in the three states. Involving pupils in identifying their good teachers and the qualities of good teaching is important and Batten is correct that "the student perspective on teaching and learning is too often neglected or underrated in educational research" (p. 11). But there is a danger in relying on the students' perspectives alone in selecting the good teachers. It would have been much more worthwhile to involve teachers and other sources in identifying the teachers.

Chapters 3, 4 and 5 report progress and the results of the studies in the three states. In Victoria, Batten worked in two schools with 11 teachers. In Queensland, Marland worked in one school with three teachers and Khamis in New South Wales worked in one government school with six teachers. All the teachers came from a diversity of subject areas and this I think was a good part of the study in that it was possible to compare teachers from a broad range of subject areas. Though the researchers followed almost the same framework in conducting the research, there were differences in the analysis of the data. Batten in Victoria developed teacher profiles which were later used to identify commonalities across profiles. Khamis in New South Wales developed four categories of principles attributed to good teaching, which were used to develop profiles that were later verified by the teachers. Marland in Queensland developed profiles in the form of diagrammatic maps of teachers' concepts of effective teaching and their interrelationships, by making use of the comments made by the teachers.

Though there are strengths in using the different techniques to analyse the data, I think we should not lose sight of the limitations of this. I think it would have been proper to use the same techniques in all processes of the research,

particularly because this study was modelled on a study carried out elsewhere. I do not underestimate the value of bringing in diversity in the analysis, but I do question how we can make a reasonable comparison of the study with the Scottish study.

The findings of the study are important and certainly make a contribution to our understanding of how teachers reflect about their classroom practice. Though craft knowledge in teaching has to do with "knowing how" to teach, it seems to me that at least for this book, the rubric "Knowing How to Teach Well" is too ambitious and misleading. In fact the book is what the subtitle indicates: Teachers' Reflections on Their Classroom Practice. This should have been the title of the book.

I read the book as someone who is interested in aspects of teachers' knowledge, who trains students to become teachers and works with teachers in inservice courses. I have a problem with how I can use the book. I might not be the only one who faces this problem. It would have been worthwhile if the authors had devoted a section of their book explaining ways in which the book could be used. Exemplars of activities and ways in which it could be used in inservice and staff development seminars would have been a worthwhile contribution. Craft knowledge has an important role to play in the formation of skilful, reflective, and empowered teachers. It is in light of this reason that it is important for a book of this nature to articulate different ways in which craft knowledge of teaching can be incorporated into teacher education and staff development programs.

The book is complete and in many ways it accomplishes what it set out to achieve. The value of the writing depends on the interests and perspective of the reader of the book. Those concerned with the study of teachers' knowledge, particularly the tacit knowledge that teachers develop in their teaching, may find the book useful; those concerned with staff development and inservice courses, may find it difficult to use. All in all, the book is a good effort to write on a subject that has been given little attention in Australia. It is a worthwhile book to have in your shelf. A book is never the last word. All that it can do is make a contribution to the collective processes whereby ideas and opinions are formed. I recommend it to teacher educators, teachers and people involved in inservice and staff development courses, and researchers. The book requires the reader to exercise some powers

of imagination and creativity on how to use it, particularly in workshops and seminars. Maybe that is one of the implicit aims of the book.

Edmund Zizwe Mazibuko
University of Swaziland

1. Griffen, P. (1991). *Monitoring School Achievements*. Geelong, Victoria: Deakin University Press. 76 pages.
2. Izard, J. (1991). *Assessment of Learning in the Classroom*. Geelong, Victoria: Deakin University Press. 62 pages.
3. Ormell, C. (1991). *Behavioural Objectives in the Classroom*. Geelong, Victoria: Deakin University Press. 73 pages.
4. Owens, A. (1991). *Assessment in Specific Circumstances*. Geelong, Victoria: Deakin University Press. 46 pages.
5. Withers, G. (1991). *From Marks to Profiles and Records of Achievement*. Geelong, Victoria: Deakin University Press. 74 pages.

These books are part of a series produced as study materials for Early Childhood Teaching 338/438, *Evaluating Children's Progress*, which is one of the units offered by the Faculty of Education in Deakin University's Open Campus Programme. I presume that the numbers 338 and 438 refer to 3rd and 4th year undergraduate units. Each of the books is non-statistical (none of the books has any mathematical or statistical descriptions in relation to assessment and measurement) and uses relatively simple descriptive language. Many assessment issues that are current topics in education are described and discussed, often with arguments representing the differing points of view about those issues. The books include many recent references of books and journal articles on assessment relating to issues of importance in Australian education and they have some Australian and overseas examples. There are many references to papers written by important overseas educators and, since assessment issues are common to the western countries, the books would be relevant to educators and students in all western countries. In my view, the books contain educational assessment material that would be relevant to 2nd and 3rd year undergraduate students who need an introduction to the issues, problems and developments in the assessment of achievement at schools, without a focus on the mathematics of measurement or the statistics of assessment and tests.

1. *Monitoring School Achievements*. Patrick Griffen, 1991.

This book focuses on monitoring school achievement and accountability. It has chapters on the purposes of monitoring, gathering evidence for monitoring, moderation, monitoring systems used in France, Sweden, Australia, England and Wales, Canada, and the USA, and communicating monitoring data. I read the book as a summary of issues and developments in educational achievement and accountability in which there were adequate references where I could find more detailed arguments on the issues.

2. *Assessment of Learning in the Classroom*. John Izard, 1991.

The overview (page 1) says that this book ... provides a non-statistical discussion of assessment in the classroom context, with the intention of encouraging the classroom teacher to become a wiser consumer of published tests and a more sophisticated and constructive critic of the assessment process. It then proceeds to attempt this through chapters on assessment of learning achievement, assessment procedures, and assessment strategies for classroom teachers. While it is not clear to me that the book has done this well, and maybe it cannot be done in 62 pages, it does give the reader a summary picture of some problems of assessment. There are also many up-to-date references to books and articles on the topics discussed.

3. *Behavioural Objectives in Education*. Christopher Ormell. 1991.

This book discusses the problem of behavioural objectives in education. Ormell says that the issue underlying this book is (page 2) ... is the child's behaviour to be informed by the mind (thoughts, feelings, perceptions), or is it to be grooved to the point where the mind is driven out? Which are we really at: educating the child's mind or training him or her as a bundle of behaviours? The book attempts to examine this theme through chapters on behavioural objectives, behaviour and behaviourism, analysing understanding behaviourally, and reconciling behaviourism and the processes of education. The author has written previous work opposing the behaviourism expressed by Bloom's Taxonomy of the Cognitive Domain and the current book continues this theme.

4. *Assessment in Specific Circumstances*. Anthony Owens. 1991.

This book discusses assessment in four areas: students participating in co-operative learning, students who are being integrated into mainstream classes, gifted students, and students who have non-English speaking backgrounds. Since this is achieved within 46 pages, the discussion is more of a summary of strategies, ideas and arguments. The topic is important because equity has become an important issue in the western countries. This book tries to help students and teachers develop a caring and fairer assessment structure in what have often been difficult areas for teachers. Some suggested tests, with references and a brief non-statistical comment, are provided for assessment in each of the four areas.

5. *From Marks to Profiles and Records of Achievement*. Graeme Withers. 1991.

This book discusses assessment in relation to various aspects: curriculum, normative-based, goal-based, criterion-referenced, standards-referenced, work-required, descriptive and moderated. It discusses many aspects of the recording of marks (including grades, anecdotal recording, formative and summative assessment, non-competitive assessment, computer-assisted recording and redemption of learning) and the report of marks from tests to computer-generated reports and profiling. A clear distinction is made between recording and reporting, and two Australian case studies are provided. In each chapter, the issues are simply put and summarised, making it as easy as possible for the reader.

Russell Waugh
Edith Cowan University

- Brady, L. (1992). *Curriculum Development* (4th ed.). Sydney: Prentice-Hall, 308 pages.

As noted in the preface to this fourth edition of *Curriculum Development*, the same chapters have been retained as in the previous edition and a new section on curriculum management added. In fact, most of the chapters from the first edition published in 1983 remain intact in this 1992 version. This is not to imply that the body of the text is dated, however, as most of the material covered in these chapters relates to basic curriculum principles. This focus upon basic

curriculum information is at once a strength and weakness of all editions of Brady's text. It is a strength in that it provides a framework upon which curriculum development theory can be built, but a weakness in that the concepts are dealt with in a descriptive manner only and little attention is directed towards higher level cognitive skills involving analysis, synthesis and evaluation of the principles being presented.

In making a judgement about the relative contribution of Brady's work one must first determine the purpose or intent for which the book is to be used. If one is looking for a traveller's guide to curriculum development theory then this book serves that purpose very well. A number of aspects of curriculum are touched upon without dealing with any one aspect in any great depth. The sequence of early chapters in Parts I and II reflects the rational, linear approach to curriculum development typical of the models first enunciated by Tyler and Taba. This is certainly a practical and efficient way of transmitting the factual information associated with a treatment of the essential elements of a curriculum and the basic facts are clearly outlined. Taken at face value, it is a worthwhile summary of basic curriculum development theory.

For the practitioner wishing to investigate curriculum development theory in greater depth, however, this book is not as appropriate. For example, there is no discussion of the impact that an adherence to a particular philosophical or conceptual position regarding curriculum might have upon the way an individual relates to the various elements of the curriculum described by Brady. Since it is apparent that advocates of academic rationalism, humanism or social reconstructionism, for example, would utilize differently the curriculum structures and mechanisms for choice which Brady describes, this needs to be alluded to in some manner. Similarly, in adopting the rational approach to present the information, many novice curriculum developers may be led to believe that this is the recommended procedure to follow. Although Chapter 5 deals with some alternative models for curriculum development, it is not made sufficiently clear that each individual or group needs to determine just which model is most appropriate in their circumstances.

The remaining sections in Brady's book focus upon areas of concern which emerge once the curriculum has been developed. Part IV looks at curriculum translation and is very much a recipe

or algorithm for curriculum programming. A series of steps is suggested to guide the developer in constructing a programme and a number of examples of particular programmes are provided. While this may be a useful approach, again there is the concern that the reader is encouraged to simply follow a formula, rather than to analyze and evaluate this information.

Part V focuses upon curriculum evaluation. In Chapter 14 some issues associated with curriculum evaluation are considered and the reader is, indeed, encouraged to consider and reflect upon the information being presented. The remaining chapters revert back to the descriptive mode with a range of alternative curriculum evaluation models presented and some attention paid to the use of performance indicators as a means of undertaking school level evaluation.

The material which is new in this edition covers the issue of curriculum implementation. Chapter 10 looks at the structural and organizational elements which need to be taken into account if changes are to be made and new curricula adopted. Chapter 11 considers the extent to which the human element impacts upon curriculum implementation. Most theorists would argue that effective implementation is only likely to occur when the values, attitudes and perceptions of the individuals concerned are conducive to, and supportive of, the new innovation. If this is the case, it might well be that the order of these two chapters should be reversed and the human element in curriculum implementation stressed much more overtly. As with all other chapters, the basic information is sound but the reader is not challenged to go beyond absorption of basic factual information.

So where does this leave one in reviewing the book as a whole? If one takes Brady's book at face value it is a worthwhile summary of a range of essential facts about curriculum theory with some quite tightly structured suggestions as to how one might go about the process of curriculum development. The summary guides which follow each section of the book are excellent in this regard. Thus, if viewed as a compendium of curriculum facts, it may best be utilized as a ready reckoner to check on information which may then need to be considered in greater detail elsewhere.

If one is looking for a text which presents an intellectual challenge or which sets out to encourage analysis, synthesis and evaluation, then this may not be the book for you. It is less

useful as a means to develop a deeper understanding of issues and relationships which lie below the surface of curriculum structures and characteristics than as an encyclopedia of curriculum facts. It tiptoes through the tulips of curriculum development theory without attempting to explain how the field or the tulips have been created or the symbiotic relationships which link together the different elements. If this is all one wants, then Brady's book does it well. For a deeper understanding, however, additional sources would need to be consulted.

John Woods
Edith Cowan University