D. K. Wheeler. *Curriculum Process.* **London: University of London Press, 1967. 314 pp. $8.**

In his preface, Dr. Wheeler describes the purpose of his book as "an attempt to lay out guidelines for a first approximation to a rationale whereby curriculum problems may be systematically considered." He suggests that the two major influences in producing it were his contacts with Professor Hilda Taba during his 1956 research as Fulbright Scholar, and the need made clear during two years as professor of Curriculum Development (at the Regional Centre for Advanced Training of Superior Educational Personnel in Arab States) in Beirut "to elucidate, across barriers of language and culture, tentative principles and procedures which might be adopted by countries in the process of building up, enlarging or changing educational systems" (p. 5).

Curriculum Process certainly presents a systematic analysis and some synthesis of major theories and models of curriculum building proposed by American and British workers in the field over the last fifty years. How far the "tentative principles" derived from these sources can "cross barriers of language and culture," and might offer valid guidelines to areas such as the Arab States must be left to a critic with a broader knowledge than the reviewer of sociological and educational conditions in these areas.

In his opening chapters, Wheeler examines first the standard cyclic model of simple curriculum process, moving from aims, goals and objectives, through selection of learning experiences, selection of content and organization of learning experiences to evaluation, which in turn leads to refinement of original aims and objectives. He then presents and compares some of the broad schemata offered as foundations for curricular development, including Bloom's *Taxonomy*, Tykociner's zetetic principles, and Phenix's *Realms of Meaning* approach.

The bulk of the book consists of detailed development of each of the phases of the original curriculum process model. Chapter Eight illustrates the development of one of these phases, "Selection of Content." Forty-nine pages explore the relationship of behavioural goals to content, three suggested levels or stages in selection, and criteria of selection. The discussion is liberally illustrated with approaches and points of view from curriculum theory and current practice, and the thesis is based heavily on Bloom and Taba.   **M. F. L. Horton**