

attempts at, the differing conceptions of, and constructive approaches to 'teaching for peace'. They reinforce the need for a world mindedness with a conscious link between thinking globally and acting locally.

Part Two of the book demonstrates how the classroom teacher can infuse education for peace into the general curriculum (literature, second languages, history and civics, geography and economics, mathematics, science and technology, music, and art). Smith and Carson's coverage is solid and complete. I was particularly drawn to what the authors shared with us about "language and conflict" (p.55) and how we teachers can so easily use war and conflict metaphors and analogies in our sentence constructions. It certainly gives another meaning to the 'war of words.'

Smith and Carson could have stopped there with their suggestions for curriculum implementation. However, they did not. To add additional support to the curriculum infusion process they call upon the expertise of two internationally renowned peace educators, Graham Pike and David Selby, who offer twenty-six classroom activities for the peace-promoting classroom.

The last part of the book is focused on the implementation process. In part it responds to the reader who may well ask: "but, where do I begin?" It is not just the idea of educating for peace within the classroom that the authors are after. They support the notion of educating for peace impacting on the entire school. This necessitates an understanding of the ethos of the school. Once the teacher and the students have a better understanding of the culture of their own school then they can set about changing it in a positive direction. This book offers some meaningful choices.

I like and strongly endorse the message *Educating for a Peaceful Future* delivers to all of us. Educating for peace is a necessity for us; it has to be continually worked at, regardless of political extremes. Smith and Carson equip us with a realistic and effective route map to implement education for peace, leading us confidently into the next millennium.

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F. MICHAEL CONNELLY & D. JEAN CLANDININ, EDITORS. *Shaping a professional identity: Stories of educational practice*. London, ON: The Athlouse Press (1999). 192 pages. \$24.95 (paper) (ISBN: 0-920354-47-5).

My experience cannot directly become your experience. An event belonging to one stream of consciousness cannot be transferred as

such into another stream of consciousness. Yet, nevertheless, something passes from you to me. Something is transferred from one sphere to another. This something is not the experience as experienced, but its meaning. Here is the miracle. The experience as experienced, as lived, remains private, but its sense, its meaning, becomes public. Communication in this way is the overcoming of the radical non-communicability of the lived experience as lived. (Ricoeur, 1976, p. 16)

Paul Ricoeur (1984) suggests that human time exists only through narrative expression and, as postulated by the opening quotation, a "miracle" occurs when experiences are shared. It is in this sharing that true meaning moves from one to another.

F. Michael Connelly and D. Jean Clandinin, continuing a line of inquiry stretching back approximately twenty years, have not only presented an eclectic collection of professional (teacher and administrator) stories with insightful analysis, but they have begun to lay bare a complex and interrelated educational landscape in which glimpses of the future may be discerned through the hues of the present and the past. This is an important book.

Structurally, this volume is divided into four sections. The first part consists of a variety of teacher stories. The second section provides an in-depth analysis by the authors. The third part contains stories from administrator points of view and the book concludes with a final general section in which Connelly and Clandinin re-enforce the metaphor of 'the conduit' in their expanding metaphoric lexicon. It is interesting to note that these storied participants represent a cross-section of an educational community with beginning and seasoned teachers juxtaposed with novice and experienced administrators.

Acknowledging that their own initial professional "puzzle", evolving from their two decades of in-school investigations, concerned "the connectedness between teachers' questions of identity and our own of teacher knowledge" (p. 3), Connelly and Clandinin have wrapped insightful professional conundrums within a grounded philosophy which not only allows for analysis but also permits general observations to be drawn.

Educational narratives and stories are not new. While there is still a strong need for many more professional tales to be told, this book meets a double goal in that it not only continues this trend of meaningful narrative, but it also introduces the dichotomy of teacher versus administrator. This difference is not seen by the authors as an ancient battle with the two sides lined up in splendid isolation; rather, this apparent

educational division is played out on a somewhat fluid professional landscape in which the administrators may well be building their narratives upon the silent stories that they were never able to use when they, themselves, were classroom practitioners.

Teachers almost always tell their stories as ones in which they are in interaction with what they imagine to be their administrators' stories. . . . The administrator stories appear in different guises, sometimes as a depersonalized "they", . . . sometimes as a ghostly administrative presence indirectly influencing the teacher's story, . . . sometimes in the embodied, personalized form of an administrator as an integral character in the plotline. . . ." (p. 171)

Jean-Paul Sartre (1967) suggests that any individual's behavior is determined not only by the present, but by a somewhat elusive "certain object, still to come, which is trying to bring into being" (p. 91). Similarly, Abbs (1974) notes that professional self-reflection "perches in the present, gazing backwards into the past while posed ready for flight into the future" (p. 7).

Connelly and Clandinin see the professional educational landscape as "narratively constructed: as having a history with moral, emotional, and aesthetic dimensions" (p. 2). They view teachers and administrators as interacting within this landscape in a kind of intricate and stylized pantomime with each other. The interactions occur in groups and individually, and with the landscape itself through any number of self-constructed conduits. These conduits frame points of view, channel communication, and help to form opinion. Furthermore, they lead to rediscovery of the past, provide contemporary realities, and offer glimpses into the professional future.

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