

Citizenship, enterprise and learning: harmonising competing educational agendas, edited by Ross Deuchar, Stoke on Trent, Trentham Books, 2007, 148 pp., £16.99 (paperback), ISBN-13: 978-1-85856-381-7

The potentially conflicting demands being made of schools to teach a curriculum that stimulates both active citizenship and an enterprise culture amongst young people is the subject of Ross Deuchar's latest book. Whilst the concept of enterprise in education has traditionally been associated with capitalist economics (centred on the profit motives of private enterprise), citizenship education, by contrast, has focussed on the selfless contribution of individuals to the common good. Consequently, attempting to teach a curriculum that encourages both an enterprise culture and active citizenship presents many teachers with a particular challenge.

Aimed principally at an audience of teachers (with a series of reflective exercises at the end of each chapter), Deuchar's book attempts to reconcile these potentially conflicting agendas by encouraging teachers to take a broad interpretation of the concept of 'enterprise'. Instead of accepting as given a narrow, market-oriented definition, Deuchar suggests teachers address the concept more imaginatively, looking, for example, at how the principles of enterprise (including creativity, resource management and problem-solving) can be utilised in a context of active citizenship and the common good. However, Deuchar does make the point that, for any programme of civic education to be effective, it is necessary to start where pupils 'are at', i.e., their own perceived self-interest, and link this with the common good. In addition, effective teaching of citizenship also demands that classroom activities focus on the inculcation of dispositions, rather than the teaching of abstract concepts, and that schools develop a whole-school approach to democracy – something that, according to Deuchar, many risk-averse professionals in education have difficulty with.

The book begins by drawing attention to the potentially-conflicting agendas of citizenship education and teaching for enterprise. Following a background chapter that elaborates on the historical and political context within which both subjects emerged as educational priorities (at least in rhetorical terms, if not in reality), the book then sketches three different approaches to the teaching of enterprise – individualist, collectivist and 'third way' – before reporting on the findings of a longitudinal study involving a number of case study schools in Scotland.

Deuchar reports the prevalence of a communitarian approach amongst teachers responsible for 'enterprise', with most placing social and moral responsibility as a benchmark for measuring the degree of enterprise culture in the classroom. As a result, in many cases the potentially conflicting agendas of individualism and collectivism were 'comfortably reconciled' (49), and indeed the book suggests that, over time, teachers (and pupils) redefined 'enterprise' as a means of promoting priorities associated with the active citizenship agenda. Deuchar reports, for example, a shift away from an exclusively profit-driven, capitalist model of enterprise to one that stressed the importance of teamwork, listening to others, and taking collective responsibility.

Moving on to consider the issue of democratic schooling within the context of the United Nations Convention on the Rights of the Child, the book argues that many school councils are tokenistic and risk-averse, focussing on relatively mundane, non-controversial issues, such as school dinners and uniforms. As such, they fail to inspire confidence in the benefit of 'democratic' participation. By contrast, Deuchar describes how one head teacher deliberately encouraged pupils to engage in classroom dialogue around sensitive issues such as teenage pregnancy, drug abuse, animal rights, the Iraq war, and the teaching of religion in schools. The same head believed that open dialogue with pupils around such themes contributed to the building of trusting pupil-teacher relations, and gave democratic participation a sense of meaning beyond mere rhetoric.

The concluding chapter considers some of the challenges facing the teaching of citizenship education and enterprise culture in schools. Deuchar comments on the threat posed by 'economic fundamentalism' and a neo-liberal, capitalist agenda. Also identified as a threat is teacher-led, risk-averse, target-driven learning. Many teachers, it is claimed, are still dismissive of citizenship education and pay lip-service to it, reinforcing its marginalisation within the curriculum. Notwithstanding this, the evidence presented from the case studies in Scotland suggests that there are some hopeful signs for a positive future for holistic citizenship education, and Deuchar's book seeks to play a catalysing role in the development of a more imaginative, bold and democratic approach to the teaching of citizenship and enterprise in schools.

Deuchar's book is a refreshingly easy read, leaning (it seems to me) more towards an audience of practitioners than one of academics. It is perhaps for this reason that the book avoids elaborating on certain theoretical issues that emerged from the text as I was reading it. For example, much of what Deuchar describes as good practice in the teaching of enterprise and citizenship – e.g., problematising the concept of 'enterprise', using self-interest as a generative theme, addressing contentious issues in a context of dialogue, and the necessity of risk in the teaching enterprise – reflects a perspective associated with critical pedagogy, and in particular the work of Paulo Freire. Some consideration of the research data in explicitly Freirean or neo-Freirean terms might have run the risk of turning the text into more of a polemic than a handbook. However, without it, some of the analysis seemed to me rather weak, particularly in respect of Freire's oft-repeated argument that democracy cannot be 'taught' but has to be learnt experientially. If a key aim of the book is to encourage professional development amongst teachers through a process of reflective learning, surely such a process is assisted, rather than hindered, by the development and application of appropriate theory. In spite of this, Deuchar's book does, overall, make a well-considered, well-argued and ultimately worthwhile contribution to the literature on citizenship education.

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Diversity and citizenship education: global perspectives, edited by James A. Banks, San Francisco, Jossey-Bass, 2004, £15.99 (paperback), 485 pp., ISBN 978-0-78798-765-7

This volume explores the same ground as that covered by the (Ajegbo) Diversity and Citizenship curriculum review; this was the focus of the conference that is the origin of the papers presented in this special issue of the *London Review of Education*. The book has its origins in a conference in Bellagio, Italy, in June 2002 that aimed to explore ways in which 'citizenship education programs promote national unity as well as incorporate important cultural components of diverse groups into the national civic culture'.

James A. Banks, Director of the Center for Multicultural Education at the University of Washington, Seattle, and past President of the American Educational Research Association (AERA) and the National Council for the Social Studies (NCSS), has brought together this substantial collection. This most influential theoriser and practitioner of multicultural education now directs his attention to citizenship education.

Banks has a sense of organisation of an edited collection that is particularly helpful to readers. The underlying principles of the volume are explained in his preface. There are seven sections, each with a short overview introduction pulling out the main issues raised and providing some