

there is a need for a more direct approach basic in developing concepts.

Miss Story's work appeals because it is refreshingly up-to-date. Books published to the end of 1966 have been included in the literary surveys, and authors like Marie-Claire Blais receive a fair share of attention. Ap-

propriate maps and useful tabular appendices facilitate cross-checking. It seems safe to predict that *The Oxford Companion to Canadian History and Literature* will soon become a most popular standard reference to written Canadiana.

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Martena Sasnett and Inez Sepmeyer. *Educational Systems of Africa.* Berkeley and Los Angeles: University of California Press, 1967. pp. 1550. \$30.00.

One of the obvious characteristics of contemporary Africa is the pace of change — the speed of the transformation from dependent colony to independent republic, the sudden shifting of boundaries and the shedding of old political names, the reorganization of social structure and the rising expectations of the people. In such circumstances, it would hardly seem opportune to undertake an encyclopaedic survey of African education systems. Yet this is what has been attempted — and achieved — in the volume reviewed here. To be sure, while *Educational Systems of Africa* was being compiled Nyasaland became Malawi, Southern Rhodesia dropped the "Southern," Northern Rhodesia became Zambia, Bechuanaland became Botswana, and Basutoland became the Kingdom of Lesotho. But these changes were accommodated by the compilers who have, with enterprise, energy and accuracy, amassed basic data on education in forty-four

African countries.

This gargantuan task (note that the book has 1550 pages) was carried out with the aid of a Ford Foundation grant. It was designed to fill an enormous gap in information about African education and to present "raw data" in as simple a form as possible — though the simplicity of the presentation is deceptive, for the schematic outlines and charts of educational patterns are really as sophisticated as x-rays. The raw data of African education systems, while perhaps not appealing to the general reader, is of particular interest to university admission officers attempting to evaluate foreign student credentials, to the growing number of organizations and government agencies sponsoring foreign scholarships and arranging educational aid, to economic and social planners seeking to understand social institutions in developing countries, to scholars of comparative education, and to historians of education. One of

the specific aims of this project was to facilitate educational exchange for the mutual benefit of the United States and Africa and to help further the cause of international understanding. While Canada's international education programs are relatively small, they are growing and Canadian educators might well be grateful that the educational patterns of both French- and English-speaking African countries (as well as others) have been so meticulously outlined.

Educational Systems of Africa is certainly a work that all Canadians concerned with overseas students and international education enterprises should know. For them it will be an extremely useful tool; for scholars it will be an invaluable source book. The information, which covers all phases of education, was derived from primary sources and has been provided and/or authenticated by ministries of education, examining bodies in Africa, Britain and France, and professional organizations. Each of the forty-four national studies is introduced by a brief historical account to provide cultural perspective. The appendices include a remarkably comprehensive "select" bibliography, a revealing study of African student performance at U.S. colleges, data on examinations used in Africa, placement recommendations, and a listing of individual informants and contribu-

tors.

The preface makes it clear that this enormous task was a team effort, yet special credit must go to the compilers, Martena Sasnett and Inez Sepmeyer. Mrs. Sasnett is Coordinator, International Education Studies at the University of California, Los Angeles; Mrs. Sepmeyer is Senior Administrative Assistant in charge of Foreign Student Admissions, also at U.C.L.A. Mrs. Sasnett was honoured in 1958 with a citation from Boston University for her "devotion to the art of creative communication as the key to a world at peace." Her expert knowledge and her concern for the problems of international education are evident in her paper, "Equivalences of Degrees?", in this issue of the *McGill Journal*.

Readers who are seeking an overview and interpretations of contemporary African education and society might be referred to paperbacks like Paul Bohanna's *Africa and Africans* and *Continuity and Change in African Cultures* edited by William R. Bascom and Melville J. Herskovitz; or to Helen Kitchen's *The Educated African*; or to John Hanson's recent perceptive survey, *Imagination and Halucination in African Education*. However, students of Africa will find *Educational Systems of Africa* an essential reference, invaluable for its comprehensiveness and its detail.

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