

It is no argument against this criticism that, after all Dr. Lawson didn't write a sociological book wherein he might have paid somewhat closer attention to the myriad ways in which values do in fact get taught (in school and out), but that he has written a chiefly pedagogical book, narrowing that even further to a summarization of four prominent thinkers' views on values. For Lawson is as concerned to harmonize, if that is the word, his four authors' views with his own view or theory that certain values above all demand our attention and our teaching, namely, those specified in the quotation two paragraphs above. Another way of making this same point is to state that Dr. Lawson's defense of his own "theory" is relatively weak, that it needs firmer discussion and defense, say, along the lines of Hare's *The Language of Morals*.

REVIEWS

E. A. Winter and D. D. Harris. TASMANIA: REGIONS AND THEMES. Melbourne: F. W. Cheshire, 1969. 167 pp., illus., A\$3.50.

Stemming partly from a deference given to man-land studies, Australia is frequently allocated at least as many lessons as India or China in the regional sections of Canadian, British and other geography syllabuses. Although a justification for the continuance of this seemingly disproportionate allocation may be based upon the criterion of total area rather than of total population number, the increasing trend toward more anthropocentric or socially-inclined approaches in school geography suggests that much greater attention should be given to the more settled parts of Australia than has previously been the case. Whether facts or concepts about Australia might be given either a relatively small or a continued significant place within a geography curriculum is a matter that can, or should, be easily decided by the in-

dividual teacher. Of much greater importance is the unsatisfied need for a variety of materials that can be readily analysed in the classroom to invoke fairly accurate portrayals of the continent. In this respect, Tasmania — still largely unknown to many Australians, let alone Canadians — has been by-passed by writers of school geography textbooks in Australia and elsewhere. By the long overdue publication of Winter and Harris' excellent book, this omission is rectified.

Each of *Tasmania's* nine succinctly-written chapters bears the hallmarks of geographical scholarship and judicious selection of illustration. After an introductory overview of the State's landscapes and "townscapes," each of seven chapters is devoted to a region drawn up by a balanced reference to physical, demographic and economic factors.

"Hobart" and "Launceston and Northeast" are two of the regions, rarely seen as such in books that (generally, far less adequately) refer to Tasmania's areal patterns. The concluding chapter briefly relates the island to other areas, both near and far. In format and detail, *Tasmania* suggests that the authors together have an acute understanding of, and sensitivity toward, a wide variety of approaches to geographical study and teaching.

If it is a reviewer's purpose to point out faults, in the case of this book only petty matters can be noted. These include the absence of coloured photographs; the infrequent "telling" of the reader concepts or facts that may be discerned directly from the wealth of mapped and pictorial illustration presented; and the

imprecise interchangeability of the terms "map" and "diagram" (cf. Figs. 1/14 and 1/15). Such comments as these should be discounted for *Tasmania* is that rare example of a school geography text which can have many useful applications.

The comprehensive methodological insight of *Tasmania* has value for any student or practising geography teacher wherever he be serving. The book's content is worthy of consideration in a course on the regional geography of Australia at any level of the education process. Hopefully, too, the use of *Tasmania* in Canada will not be confined to teachers' reference shelves. Class sets of the book should be available in any classroom where Australia is treated in the secondary school curriculum.

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Carlton E. Beck, ed. *PERSPECTIVES ON WORLD EDUCATION*. n.p.: William C. Brown Publishers, 1970. 434 pp. \$8.75.

This book contains fifty individually-authored essays on a variety of education systems (six on the major areas of the world and forty-four on separate countries). The regions included range from the expected (U.S.A., U.S.S.R.), to the unusual (New Guinea, Cuba, Upper Volta), to the exotic (Sheikdoms and Principalities of the Persian Gulf and Arabian Peninsular). The data presented are largely at the level of information, since the essays were written in response to the editor's question: "What would you say to

an intelligent layman from another nation if he asked you to tell him about the main points in the history of education in your country, a description of education now, and what influences seem likely to shape it in the foreseeable future?"

Obviously, there are formidable technical problems in producing a book of this kind and the editor in his preface challenges the critic to call the quality of the essays "uneven." However, rather than attempt to deal with fifty papers in one brief review, it is preferable to focus on a