

"progressivist" notions of one sort and the other may be ossifying into dogma and bigotry is a very real one. The history of education is replete with similar examples. Progressivist ideas, however defined, were themselves partly a protest against narrow pendency and obscurantist pedagogy. It is doubly ironic, but highly instructive, that many of the neo-traditionalists in the *Black Papers*, like the early progressivists, seem to know better what they are against than what they are for.

Many — but not all — and herein lies the value of the pamphlets. The authors can roughly be divided into

three groups: the scholars such as Bantock, Burt, Walsh; the outright rhetoricians such as Maude, Szamuely, McLachlan; and the rest who come somewhere in between. It is regrettable that the serious points raised by the former should be undermined by the hyperbole or irrelevancies of the latter who sometimes reduce the discussion to the 'snobs or slobs' level.

Nevertheless, the *Black Papers* deserve to be read by anyone seeking insight into the contemporary British political and social, as well as educational scene.

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Eric Winter. URBAN LANDSCAPES. Toronto: Bellhaven House, 1969, 148 pp., illus., \$3.95.

The myth of the pristine innocence of the countryside and its obverse, the evil of the city, are part of the anti-urban bias in our Western tradition. This bias is very evident in our social studies curricula where the city, if considered at all, is often perceived from a rural viewpoint. The sanitized suburbia portrayed in Dick and Jane readers reflects most of all the middle-class North American's desire to turn his back on the city and find refuge in a cottage more likely to be covered by a mortgage than by the roses of which he dreams. Curriculum builders and text book writers have understandably shied away from dealing with the city's complexity, often complaining that materials for urban study are hard to come by.

For Canadian teachers, there will be less excuse for neglecting the study of the city as more books like Eric Winter's *Urban Landscapes* make their appearance. The first of a

three-volume series, this attractive little book seeks to define the field of urban studies, to help the student develop hypotheses and points of view and to experiment with analytical and descriptive tools. A second volume will attempt to develop similar skills with respect to social science methodology and a third will examine operations (i.e., data handling, design, etc.) in urban social engineering. The series is not oriented to a particular discipline and thus provides another portent of what I believe is a developing trend in "Canadian Studies," that of a topical, thematic or "problems" approach using analytical, inquiry-centered teaching models much more rigorous than anything seen in the older social studies of the 1930s. Winter's chapter-end "Investigations" and "Things to Do" and the frequent opportunities he provides for the pupil to reflect on what he has read, to study maps, diagrams

and photographs, make this an inquiry-oriented book useful for both the theoretical and value-laden questions it raises about the urban landscape.

A long first chapter entitled "General Perspectives" gives an introduction, historically slanted, to several major Canadian cities, thus providing a national frame of reference and, by also treating a number of smaller centres (from a prairie village to Brockville, Ontario) permitting some appreciation of the varying scale of urbanization as a phenomenon. A remarkable economy in writing style, combined with a wealth of varied illustrations, gives the student a compact, readable and simple introduction to a complex subject.

The succeeding three chapters, respectively entitled "Places of Residence," "Places of Production," and "Places of Service," treat the major dimensions of the urban scene. "Places of Residence" opens with four photographs showing a high-rise, a group of detached homes built half a century ago, low-rise garden apartments and a group of suburban cottages. The student is invited to suggest, with reasons, which offers the best environment for living. The author proceeds to observe that the techniques and choices of building materials are no longer limited as they once were and yet, (by using new materials and construction methods to build traditional houses), "we pretend that the building revolution simply hasn't happened."

In Chapter 3, Winter points out that "the landscape of production is a landscape of fixed sites and buildings in an environment of shifting opportunities." The places of production do not change as easily as the opportunities that create them.

Opportunities can be viewed in two sets — those for producing and those for selling. "Both of these change with time as the technologies of production and marketing change." That such change can be even more rapid than Winter suggests is indicated by his observation that, "Whatever the state of technology there are locations which are suitable for an industry and locations which are not suitable — the prairie would clearly not be a suitable location for a fish processing plant." In fact, experiments presently under way in which fish are being very successfully raised in prairie farm dugout lakes give promise of a significant new source of revenue for hard-pressed wheat farmers and of the likely future location of fish processing plants within the shadow of grain elevators.

The historical approach is maintained in the discussion of industrial location. Major concepts in economic geography, particularly those relevant to location theory, are skillfully dealt with. Thus the notion of basic urban functions, i.e., those on which a place's economy depends because they support all other activities, is developed by studying a hypothetical fishing community. In Chapter 4, "Places of Service," the notion is developed that shops selling high-value items and those needing little space locate near the centre, while those selling low-value items or requiring large areas are further from the centre. Like all the ideas referred to, this is developed in terms of concrete examples, usually involving reference to well-chosen, interesting photographs. The earlier influence on commercial location of street car routes and the later traumatic effect of the automobile are lucidly presented. Under "Investigation," many

valuable urban field activities are suggested, inviting pupils to "check out" the location theories discussed by making surveys of such phenomena as store types, pedestrian traffic densities, shopping habits, public facilities and advertising media.

Communications and transportation are considered in Chapter 5 entitled "Linking Networks." The final chapter, "Problems and Prospects," emphasizes the timely topic of pollution.

Urban Landscapes is simple not lavish. It is to be hoped that the uncritical predilection some teachers have for colored textbooks will not deter favorable consideration of this book for classroom use. The quality

of a few of the black and white photographs might have been improved, and cropping has removed significant details in a few cases. The numbers referred to on the interesting historical maps of Winnipeg and Brockville are difficult to read. In some other cases, fuller use of the materials could have been made, and considering the inquiry orientation of the book, more questions could have been interpolated in the written text. These minor criticisms aside, Eric Winter has provided a new dimension for urban studies in Canadian classrooms.

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BRIEFLY NOTED

Canadian Public Issues Through Inquiry — a new periodical for use in schools; edited by George Munro, Co-ordinator of Social Sciences with the Halton County Board of Education, Ontario; published by Macmillan of Canada, Toronto; designed to provide, in readily accessible form, items from the current Canadian press dealing with significant social controversies. Vol. I no. 1 (October 1969) focuses on "Justice: The Case of the Canadian Indians." Promised later topics include "Individual Rights: Crisis in St. Leonard," "Violence in Society," "Is Canada a U.S. Satellite?" "Affluence and Unemployment." The aim is to encourage students to think critically and to act constructively about such issues. C.P.I.T.I. will be published in November, January, February, April and May each year. It seems as if it will be a worthwhile tool for all teachers interested in the "new" approach to social studies. (Subscription inquiries should be addressed to the publisher).

An Associate Committee on Instructional Technology has just been established by the National Research Council of Canada.

The committee will study, coordinate, and promote research concerned with the application of technological developments in instruction. Dr. F. E. Whitworth of Ottawa, Director of the Canadian Council for Research in Education, has been selected as the first chairman of the committee. It is hoped that work of the committee will provide the communication between the educational and industrial communities essential to the development of needed technological aids to learning.