

REVIEWS

- G. Baron. *Society, Schools and Progress in England*. London: Pergamon, 1966, 228 pp., \$4.50.**
- C. Willis Dixon. *Society, Schools and Progress in Scandinavia*. 1965, 193 pp., \$4.50.**
- W. D. Halls. *Society, Schools and Progress in France*. 1965, 194 pp., \$4.50.**
- Edmund J. King. *Society, Schools and Progress in the U.S.A.* 1966, 241 pp., \$4.50.**
- L. J. Lewis. *Society, Schools and Progress in Nigeria*. 1965, 159 pp., \$2.95.**
- P. H. Partridge. *Society, Schools and Progress in Australia*. 1968, 246 pp., \$4.00.**
- John Sargent. *Society, Schools and Progress in India*. 1968, 233 pp., \$4.00.**
- Joseph Katz. *Society, Schools and Progress in Canada*. 1969, 148 pp., \$3.50.**

These soft covered volumes are part of the Comparative Studies in the Education and Educational Research Series which the publisher hopes will provide a comprehensive treatment of education throughout the world. Both the stature of the authors — all are well-known educators — and the announced focus of the series — recognition of the rapid international transformation of education, its scale, context, content and purpose — are impressive.

Each of the books is a separate, largely descriptive account of a national system. There is, in general, little attempt at comparative analysis. Nevertheless, the possibilities for comparison are certainly there, since the organization of all books is basically similar. Each study includes an historical background of the country and its educational system, an outline of the present educational structure from pre-school through university and teacher training, ending with an overview of problems, trends, and socio-educational issues. The ready availability of so much data in a relatively cheap form is indeed welcome. The series should be of considerable use in introductory Comparative Education and Educational Foundation courses.

However, the editing of the series as a whole is sloppier than one would have expected. There are unaccountable inconsistencies in technicalities such as footnote and bibliographic form as well as apparent textual discrepancies e.g. "The Government of New South Wales established the New South Wales University of Technology in 1948" (Partridge, p. 135) and "... when the New South Wales University of Technology was founded in 1949" (Partridge, p. 159). Ironically, the series tends to suffer from one of the themes it attempts to treat, namely unprecedented change. Recent though they are, these books are considerably out of date. The 1969 North American reader, who is constantly confronted with the American young in their psychedelic, unisex garments and long hair might well find some of Edmund King's 1965 statements inadequate, if not quaint:

Boys, on the other hand, must definitely be boys. There is a widespread and deep (but unspoken) dread of their being anything else. With closely shorn hair, striped tee-shirt and jeans, the typical Junior is made to look as square and rugged as possible. (p. 206)

Similarly, Joseph Katz's work on

Canadian education has, to some extent, been overtaken by time. Thus the Quebecer misses any reference to the new and uniquely Quebec term **collège d'enseignement général et professionnel** and, more than two years after the establishment of the first French-language CEGEP, finds the following prognostication dated:

If the recommendations of the Parent Commission on education are adopted then the French pattern of education centring in the classical colleges will be altered entirely in favour of a system more nearly akin to the English language pattern. (p. 91)

It is obvious that the inevitable delays between manuscript and published book can have serious effects on educational texts. Nevertheless, **Society, Schools and Progress in Can-**

ada fills an important gap in Canadian educational writing. There was without question a need for a brief but comprehensive account of Canadian education and society, a need unsatisfied by other recent works such as F. Henry Johnson's **A Brief History of Canadian Education** (McGraw-Hill, 1968) and Anand Malik's **Social Foundations of Canadian Education** (Prentice-Hall, 1969). Dr. Katz has grappled with the enormous difficulties of compressing into less than 150 pages the complexities of Canada's historical background, the variety of educational systems in this country, the issues of language, religion, provincial/federal relations. His book will be read with great interest in Canada and abroad.

Margaret Gillett

J. Stuart Maclure. CURRICULUM INNOVATION IN PRACTICE — Canada, England and Wales, United States. London: Her Majesty's Stationery Office, 1968, 95 pp. 5/- (Available HMSO Publications, British High Commission, Elgin St., Ottawa — \$1.00).

Despite the current plethora of educational conferences, there are few one would not gladly miss. An exception seems to be the meeting on Curriculum Innovation held at Oxford in September, 1967 — or perhaps the best part of it is Stuart Maclure's report. The conference was sponsored jointly by the Schools Council, London, and the Ontario Institute for Studies in Education, Toronto, in co-operation with the Center for the Study of Instruction of the National Education Association, Washington, D.C. It was attended by some 190 Canadian, American, and British educators as well as twenty-five observers, mainly from Commonwealth countries.

Maclure begins his report with some insightful commentary:

"Most international conferences are infuriating as well as illuminating. The measure of their value is to be found in the balance between irritation and insight."

Whether the Oxford gathering itself was infuriating or illuminating, Maclure's account of it makes lively reading, not only for the curriculum expert but also, and especially, for the comparative educator. The observed differences in the approaches and values of the English, American, and Canadian participants are intriguing: