

focus is on preparing persons for employment at whatever level is to be most appropriate and worthy of them and for society. Venn does not stop at merely calling down the existing systems, he goes on to list specific requirements for year-round and for continuing education to help satisfy the present and future demands of industry and society.

For those Technical-Vocational teachers who are prompted by their consciences to teach something relevant to young people who will spend the second half of their lives in the 21st century, Emmanuel Mesthene's book *Technological Change*, should provide some direction.

Defining technology as the "...organization of knowledge for the achievement of practical purposes," the author focuses on social change, values, and economic and political organizations by which to examine the interplay between man — society — technology. Dr. Mesthene, who is director of the Harvard University Program on Technology and Society, takes a middle road on the impact of technology. He believes that technology gives us more choices, like added dishes on the menu, thus providing tensions between the established value system and emerging behaviour patterns.

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David J. Fox.
**THE RESEARCH PROCESS
IN EDUCATION.**
New York: Holt, Reinhart
and Winston, 1969.
758 pp. \$11.00.

The book evokes mixed reactions. It manages to be quite good and quite bad at the same time.

Fox establishes three aims for the book, namely to help teach the evaluation and use of research, as well as the elements of how to do

it. He does a good job on the last point, a poor one on the first two. The problem is caused by the format of the book. Fox describes in detail and refers to two major studies throughout the book. As he acknowledges in Part IV, he risked the loss of contact with the research literature, and therefore does not expose the reader to the wide range of possibilities he is likely to encounter. The range of research activities a student (or even a faculty member just beginning to take an interest in research) is likely to encounter is probably narrower, and Fox treats this situation well.

Some of the strong points of this book are: Chapters 1 to 4, which are an excellent primer on "how to do it;" his treatment of topics such as inferential statistics, "Type II" errors, and even significance (which he uses in Chapter 1 before defining it in Chapter 2), all of which are well explained at a conceptual level; the potential for the use of computers; handling data; and fitting models to problems. The description of analysis of variance is lucid, but avoids the important question of interaction.

At the end of Chapter 15, Fox suggests reclassifying Campbell and Stanley's "Quasi-Experimental" designs as "Comparative Surveys." This is a good idea. He repeatedly stresses a crucial question in educational research, namely ethics. The book is valuable reading from this point of view alone.

Unfortunately, criticisms are due. Fox is quite out of date in his assessment of reliability: the Kuder-Richardson conceptualizations are by no means the "ultimate extension of split-half or odd-even thinking" (p. 360). The book deals only with simple designs and is not explicit about bases for discriminating satisfactory versus unsatisfactory designs.

Chapter 13 is poorly titled "Levels of Research;" it is the least readable in the book and hardly qualifies as a separate subject. It turned out to be a discussion of

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types of data with respect to the extent to which they can be accepted as they are or have to be interpreted as reflecting some degree of non-conscious process. In Chapter 16, the definition of *intervening variable* is unsatisfactory. It is confused with *covariate*. Fox is critical of Campbell and Stanley for using a label that makes "Comparative Surveys" sound like experiments. In the above context, he fails his own test of precision of language.

The final result is a beginner's book that I would not assign to beginners without some mimeographed correction sheets. It claims not to require statistical knowledge, but understanding the concept of fitting models to data is aided by knowing some statistical models, perhaps up to the elements of analysis of variance. It does contain a good collection of non-mathematical analogies, which a teacher could use.

The best use to be made of this book is probably to order a copy for the library, assign Chapters 1 to 4 as supplementary reading in an elementary research methods course, and use some of its examples elsewhere. Also, be reminded of the ethical considerations in doing educational research.

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Kathleen M. Snow &
Philomena Hauck.
**CANADIAN MATERIALS
FOR SCHOOLS.**
Toronto: McClelland and
Stewart Limited, 1970.
200 pp. \$5.00.

Some months ago a group of well meaning students in Ontario proposed that every university student in Canada pay a five dollar levy in order to save McClelland and Stewart from what seemed like still another American takeover of a Canadian publishing house.

Alas, the proposal miscarried. Allow me to present another plan.

There are roughly the same number of public school classrooms in this country as there are university students. If school systems were to place one copy of *Canadian Materials for Schools* in each classroom, Jack McClelland could breathe a small sigh of relief and give his full attention to the Committee for an Independent Canada!

The authors of *Canadian Materials* have taken up the long overdue, though clearly very difficult, task of providing school people with a compendium of "Made-in-Canada" materials for elementary and secondary schools. My opening gambit will have suggested that I'm less than satisfied with the efforts of Snow and Hauck, and yet while I'm about to quarrel with their selections and with the conventional notions they too readily dispense, I can't help but encourage teachers and school administrators to buy it. After all, five years ago the book would have been called "Materials for Canadian Schools" and would have had 75% American content.

Few of us were surprised when the National History Project discovered that Canadian students and their teachers were three times more likely to have access to American periodicals and magazines than to Canadian ones, and this not only in their homes but also in school libraries. The data on other types of written or visual material which come from *What Culture? What Heritage?* are almost as depressing, and it may well be that it is from such a perception of the problem of the Canadian student and the student of Canada that Snow and Hauck undertook their work.

Canadian Materials for Schools surveys Canadian resources — other than school texts — which can have a place in the educational process. The book is suspect not so much because there are too few or too many materials, or because no effort has been made to investigate