

we can change them. He suggests that we work at achieving a "general theory of institutional change" and "a language in which we can speak with precision about the needs of modern man."

Reimer is to be commended for calling our attention to the grave injustices of public schooling. He does his readers a disservice, however, by over-generalizing and by over-simplifying complex issues.

H. Wagschal
Dawson College

David C. Smith.

**CHANGING VALUES:
THE HUMAN IMPACT OF
URBANIZATION.**

Scarborough:
Bellhaven House Limited,
1971. 125 pp.

About two years ago I saw the award-winning Canadian film *Goin' Down the Road*. Though I've lived in large cities all my life, I was able to relate to Donald Shebib's portrayal of the experiences of Pete and Joey, two Maritimers who leave the Atlantic region, where they've spent their childhood and youth, and arrive in Toronto in a flashy car with about \$30 between them. I know that my having read *Changing Values* in recent days enabled me to bring new insight to my recent second viewing of *Goin' Down the Road*.

The struggle of Pete and Joey when they first arrive in Toronto, the noise and colour of the city at night, the difficulty in securing employment, the adjustment to somewhat different attitudes regarding privacy, the fear of loneliness, the conflict between perceived values of the metropolitan community and those formerly held regarding individual worth, family relationships, and social re-

sponsibility — these are all depicted in the film, and also in Dr. Smith's very readable and useful social studies book on the impact of urbanization on the way people live, work, think, feel, and behave.

I am impressed with the extent to which the author has been successful in bringing to bear on contemporary urban issues not only the discipline of history, with which he has been primarily identified, but also the concerns, the questions, and the modes of analysis associated with the various social sciences. An example of this is the section on residential mobility in Winnipeg. The student is encouraged to consider questions that relate to the political makeup of the metropolitan area, the demographic patterns over a period of time, the effect of movement on various ethnic-cultural groups, and the impact on the economy of urban changes. Another fine example of the author's success in utilizing a truly integrated social studies approach is in the chapter entitled "Responsibility" which provides data relating to people on social welfare in Vancouver. The complex of personal, family, educational, medical, and financial concerns of an unemployed divorcee on welfare are pursued.

A great deal of material on urbanization is available for the imaginative teacher and learner to use in creative ways, and so the book is true to the aim enunciated in the foreword by Professor Eric Winter, the editor of the series of which *Changing Values* is the third publication (the first two were *Urban Landscapes* and *Urban Areas*). In this book we have access to numerous data, tables, maps, pictures, newspaper and magazine articles, and case studies. From time to time the reader is invited to "Check Your Values" on topics such as the building of expressways in large cities, the need for privacy, and the importance of human interaction. At the end of each section questions are suggested for investigation and discussion.

Reviews

My enthusiasm is great for *Changing Values*. It represents an important contribution to high school and college courses on urban studies. I am disappointed with some specifics, however. We are given a number of glimpses of cultures outside Canada in the author's attempt "to place Canadian developments in a larger perspective." In this way we are introduced to settings as diverse as Forth Worth in Texas, where a proposal has been put forward for a city centre free from car, truck, and bus traffic, and Zaria in Nigeria, where children grow up surrounded by large extended families. Almost without exception the reports of communities outside Canada suggest *differences* between life in Canada and in other countries. The reader is not helped to appreciate the extent to which the issues related to urbanization in Montreal or Winnipeg or Vancouver are issues common to urban centres around the globe, rather than those peculiar to urbanization in Canada.

The book seems to be missing a final chapter that should have related to one another the concepts in the five chapters that are included — privacy, aesthetics, mobility, individual worth, and responsibility. The author could have made more explicit the interrelatedness and complexity of these changing values and could have encouraged the reader to explore the extent to which undue emphasis on the value of privacy, for example, affects the values relating to social responsibility.

My major criticism is that the author and his editor have limited themselves to the printed word and to charts, pictures, tables, and diagrams which can be presented on pages of a book. Nowhere, not even in the "For Further Study" section, are we advised to look at and to listen to the videotapes, audiotapes, films, and filmstrips which I know Dr. Smith and Prof. Winter use in their teaching. Audiovisual material would enable the reader to derive greater meaning

from some of the data which are included. I encourage the author and the publisher, therefore, to consider seriously the preparation and the distribution of kits that would include a variety of items such as a filmstrip on changing environments in schools, a colour film on core districts of cities at different times of the day and night, an audiotape of urban sounds and noises, and perhaps even a copy of Pete and Joey *Goin' Down the Road*.

Myer Horowitz
The University of Alberta

Marcel Lajeunesse.

L'ÉDUCATION AU QUÉBEC
"19e-20e SIÈCLES".

Trois-Rivières:
les Éditions du Boréal Express,
1971. 147 p. \$2.90.

This book is part of a new collection, *Études d'histoire du Québec*, edited by René Durocher and Paul-André Linteau. It is the second of a series which proposes to cover a wide range of topics highlighting some specific aspects of the evolution of Québec society. *Le "retard" du Québec et l'infériorité économique des Canadiens français*, by Durocher and Linteau, has been published already and five other works are in the preparatory stages: *Le personnel politique*, *Le phénomène électoral*, *Syndicalisme et travail*, *Agriculture et colonisation*, *Les idéologies au 19e siècle*. It is gratifying to see a publication on the history of education written not in isolation but as an integral part of political, social and economic history.

The title of the book is somewhat misleading in that the reader is led to expect at least some kind