

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

of survey or synthesis of Québec education, but instead, he is presented with a series of specialized essays. These articles have appeared already in other publications and from this point of view Lajeunesse brings nothing new to the reader, but nevertheless, he does gather under one cover six articles arranged chronologically to present fundamental issues in the development of Québec education: Fernand Ouellet, "L'enseignement primaire: responsabilité des Eglises ou de l'Etat? (1801-1836)"; Marcel Lajeunesse, "L'évêque Bourget et l'Instruction publique au Bas-Canada, (1840-1846)"; André Labarrère-Paulé, "L'instituteur laïque canadien-français au 19ème siècle"; Louis-Philippe Audet, "Le projet de Ministère de l'Instruction publique en 1897"; Louis-Philippe Audet, "La querelle de l'Instruction obligatoire: (1875-1943)"; Léon Dion, "Le Bill 60 et la société québécoise".

It is easy to second guess a collection of this kind and to suggest that the editor should have selected other articles and topics instead of or in addition to those presented. This line of criticism is not particularly fruitful. It is far more important to determine whether the selection made does represent some of the major trends in Québec education in the 19th and 20th centuries. Lajeunesse has indeed made a representative selection of some very basic themes. The dominant theme is that of the constant interaction between church and state over the control of education: the clash between church and state in the early 19th century over the first education acts; the beginning of the hegemony of the church in education under Bishop Bourget in the mid-19th century; the virtual elimination of the influence of lay teachers in education by the end of the 19th century; the defeat by the church of the attempts of the state to re-affirm its authority in education by proposing the re-establishment of a Ministry of Education in 1897; the long struggle over compulsory education in which the church

played a negative role; finally, with Bill 60, the beginning of the state's assertion of its place in education in a quietly revolutionized society.

It is unfortunate that editorial policy did not provide for some kind of introduction and/or conclusion which could have expressed and explained the basic theme in these articles. The good selection made by Lajeunesse would have been better served had a brief commentary on church-state interaction in Quebec education been included.

The basic plan of the editors is to present brief historiographical studies with each collection of readings in this series and Lajeunesse's well documented twelve page introductory essay is excellent. He presents concisely a critical review of the literature and indicates those topics in need of further research. This kind of survey should prove helpful to students of the history of education, and if similar surveys in the other volumes are as well done, the whole collection will make a valuable contribution to Québec historiography.

Réal G. Boulianne
Vanier College

Laurence K. Shook.

**CATHOLIC
POST-SECONDARY
EDUCATION IN
ENGLISH-SPEAKING
CANADA: A HISTORY.**
Toronto:

University of Toronto Press,
1971. 457 pp. \$15.00.

Laurence K. Shook's book, eight years in preparation, is a thorough study of English-speaking Roman Catholic institutions of post-secondary education from