

of theory in child development through the readings concerning the Canadian children around them.

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T. H. McLeod, ed.
POST SECONDARY
EDUCATION IN A
TECHNOLOGICAL SOCIETY.
(L'enseignement
post-secondaire dans
une société technologique).
McGill - Queen's University
Press, Montreal, 1973.
247 pp.
\$7.50 paper, \$13.75 cloth.

Post-Secondary Education in a Technological Society is comprised of papers prepared for the Nuffield Canadian Seminar held at Cap-Rouge, Quebec, 25-27 June 1971 together with a summary by the editor T. H. McLeod.

Collectively the papers represent a wealth of information for persons interested in comparative education or for those charged with planning post secondary education facilities. Each paper, with the exception of the summary, is statistical in nature and attempts to present facts without philosophical reasonings for their existence. This accumulated data falls into four categories: cost, goals, manpower and accessibility. With regard to cost, there is little consensus except to note that "the honeymoon is over." The open hand appears to be closing as society scrutinizes the social benefits it is said to receive from education.

An examination of the goals of post secondary education, the second of the four points, spotlights the shift from an approach designed to service the intellectual elite to a far broader base. This expanded role is however fraught with problems as the universities attempt to maintain a balance between community involvement and complete academic independence free from external influence and control. The third major point examined is the relationship between

education and manpower needs. There appears to be no immediate relationship between general increases in educational opportunity and increases in productivity or aggregate income of the community. The problem may be two fold: on one hand there is the difficulty in finding accurate manpower forecasts and on the other there is the sluggishness of the university community to respond to public need.

On the last point, student accessibility, there were many definitions of "right" and "privilege." Universal accessibility was less popular than an elitist policy whose roots lie in the high school system. This policy has imposed strains on the present system as noted in the paper, *Post-Secondary Education in Canada*, which quotes liberally from the Parent Commission's report. In some cases this dichotomy of thought has produced a tertiary system, such as the Australian Colleges of Advanced Studies, in an attempt to provide higher education for larger numbers of students.

Many of the problems encountered by the several countries represented at the Conference are remarkably similar — for example the surplus of Ph.D's in pure and applied sciences and the difficulty of undergraduates in the arts securing a position. Perhaps now that the problems and interests have been established the solutions can be collectively found!

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J. M. Paton.
CONCERN AND
COMPETENCE IN
CANADIAN EDUCATION.
D. A. MacIver, ed.
Toronto: Fac. of Ed.,
University of Toronto, 1973.
151 pp. \$7.50.

This anthology of essays reflects, to use two of the words of the book's title, the intelligent *concern* and literary *competence* of a scholar-philosopher whose four decades

in Canadian education consistently manifested a fundamental and overriding desire to reconcile the ideas of the educational theorists with the realities of classroom practice. Influencing his thinking was his close association with teachers' organizations. Before coming to Quebec to assume the position of Associate Professor of English at Macdonald College, Dr. Paton was the president of the Ontario Secondary School Teachers' Federation. For fourteen crucially important years in the organization's history, from 1949 until 1963, he was the General Secretary of the Provincial Association of Protestant Teachers. He left that post in 1963 to join the faculty of the College of Education, University of Toronto, where, from 1967 until his retirement in 1972, he was chairman of the Department of History, Philosophy and Sociology of Education.

The first of the two parts into which the anthology is divided is entitled "Issues in Education." In it he defines his philosophy of education, a philosophy that is essentially liberal and pragmatic but which is emphatically humanities oriented. To Dr. Paton, the main task of the school is to teach people to think.

Particularly notable in this first section are the thoughtful review of Hilda Neatby's *So Little for the Mind*, a review that is entitled "Dr. Neatby's Doctored Diatribe" and which is the best assessment of this all but forgotten condemnation of Canadian education that this reviewer can recall reading, and a timely essay, inspired by the Ontario MacKay Report, on moral and religious education. In "The Either/Or Syndrome in Educational Theorizing," Dr. Paton makes an eloquent plea for the educational middle ground, for an enlightened compromise between the extremes of traditionalism and those of progressivism, currently represented by the advocates of unbridled freedom in the schools.

The second part of the book, "The Professionalization of the Teacher," treats largely of the role

of teachers' associations in Canada. For a North American audience of the mid-70's, perhaps the most timely essay in this section is "Trade Union or Professional Association? The Canadian Experience." Dr. Paton places himself unequivocally in the camp of those who prefer the association to the union. He argues that the professional association, rather than the trade union, is more likely to concern itself with those issues that must be resolved if teachers are to enjoy truly professional status. His approach to education is characterized by *persuasion*, based upon knowledge and rational thought, and *compromise*, of the type essential to the proper functioning of democratic institutions.

Concern and Competence in Canadian Education provides a wealth of intellectual nourishment for those genuinely concerned with the problems and quandaries of contemporary Canadian education. Its approach is both sane and humane. It is exactly the type of book that one would expect from Jim Paton.

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D. G. Watts.
THE LEARNING OF HISTORY.
London:
Routledge & Kegan Paul,
1972.
117 pp. \$5.60.

These are difficult times for history teachers. Their subject is under attack from several quarters, not the least of which are disaffected students suspicious of all knowledge outside their own experience and time. Challenged by these dealers in "relevant" education, history teachers are on the defensive, so much so that it sometimes appears that they spend more time in justifying their subject than in actually teaching it. In striking contrast to the uncertain status of history in the schools is the revival of interest in