

alike, these imperatives provide the only sound basis for values education in the modern world. It is only within such a framework that students can grow in moral sensitivity and in the ability to think creatively and act responsibly.

In view of the unique and vital role of moral values education in the public as well as the private school system, as well as its controversial aspects, Gow stresses the importance of open lines of communication among teachers, parents, school administrators, and people at all levels of educational jurisdiction. The crucial issue is not that of control, but of how all groups concerned can collaborate to develop a sounder, more accountable system of MVE in the schools. As an aid towards this objective, the author concludes with a useful set of guidelines for the involvement of parents and professional educators.

This book is noteworthy for its readability, its wealth of documentation, and its pertinence to an issue which concerns us all. Its main weakness is the lack of proportion shown in the "equal treatment of unequals": Kohlberg's contribution to the philosophy and psychology of moral education is far more substantial than any of his contemporaries, yet he is accorded no fuller treatment than Raths, Simon, and Beck. In the scholarly sources cited, a major omission is R.S. Peters, whose considerable body of writing on moral education includes trenchant criticism of Kohlberg's views, and whose general position is supportive of the author's.

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Don Anderson, Marijke Salet, and Aat Vervoorn.
SCHOOLS TO GROW IN:
AN EVALUATION OF SECONDARY COLLEGES.
Canberra: Australian National University Press, 1980.
162 pp.

The "secondary college" is a phenomenon that developed in the Australian Capital Territory in the Seventies, partly as a result of high-school student discontent in the Sixties. Secondary colleges are years 11 and 12 in the regular school system, but unlike the previous arrangement in a 6 year high school, the secondary college is on a separate campus, with broader curriculum offerings, a separate staff of teachers, and a more adult atmosphere.

Schools to Grow In is essentially a description of two surveys that sought the opinion of students about their schooling. The first survey was completed in 1972, and amongst other things explored students' opinions of the then proposed secondary-college plan. By 1979 six secondary colleges had been established, and the survey was of a new cadre of students in them, in years 11 and 12, and also of

the cadre who were in year 10 of what the authors call "the decapitated high schools." The new colleges were an almost unqualified success from the students' point of view. Year 10 was another matter, but space does not permit a description of the interesting findings for that group.

You may be wondering why you should be presumed to be interested in a book about students' opinion of a structural change in an Australian school system, but the subject matter of the book is not the principal reason for its being reviewed. The point is that the book seems to me to be almost a model for how to report survey research. These are intelligent and sophisticated authors, who were able to condense massive amounts of data (the number of students surveyed in 1972 was 1982, and in 1979, 2845) into clear and readable prose - and entertaining prose. The book is sprinkled, for example, with student comments taken from the typescripts of small-group meetings with them, carried out as part of the survey.

The book is difficult to fault. I would ask myself researchy questions, like "How are they going to account for a newness effect leading to euphoria for years 11 and 12?" Within a couple of pages the authors gave a full description of how they got around that - in 1979 they surveyed students in Tasmania where a secondary-college arrangement had been in effect since the mid-Sixties, and found a similar, favourable set of findings not due to newness. And so it went - whenever I had a similar question, it was answered.

This little book is highly recommended, and not just for those interested in the structure of secondary schooling.

And there is another point to be made. I recently spent some nine months in Australia and became familiar with some of the Australian educational research literature. It is at our peril in North America that we disregard it - lots of it has real class.

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