

BOOK REVIEWS

VINCENT D'OYLEY, ADRIAN BLUNT, RAY BARNHART.

Education and Development: Lessons from the Third World.
Calgary, AB: Detselig Enterprises, 1994. 325 pp. \$20.95.

This book is a collection of various studies tackling the relationship between education and development. Most of the researchers have taken a case-study approach to their work which makes their analyses more meaningful than broad, general speculations about education and development in the Third World.

The thorough introduction provides an overview of the work and reflects the main theoretical concerns that unite the individual essays. It clearly establishes the Third World postcolonial context that exists amidst the threat of neocolonialism. The "Overview" section's only major weakness is that the misused and misunderstood expression, "Third World," is not clearly defined. Such a definition would further explain the context of colonialism and postcolonialism. More importantly, it dispels the derogatory connotations of the term. Third World is an economic term that refers to the nonaligned nations who are differentiated from "First World" and "Second World" nations which are/were part of NATO and the Warsaw Pact, respectively. The nonaligned nations are meant to reflect a third alternative, hence the term, "Third World."

Outside of the "Overview" there is (thankfully) little or no attempt to universalize theories about education and development. The methodological approaches are generally ethnographies or case-action research ventures. Participatory research is postmodern in so far as it is an alternative means of production knowledge. It is a nonuniversal, decentralized means through which to attain knowledge. It is a nonuniversal,

decentralized means through which to attain knowledge. Participatory research is also Freirian in so far as it encourages action and reflection.

Among the individual chapters, I would argue that including the Alaskan studies (chapters nine and thirteen) in a volume about the Third World is a misnomer. Since Alaska is one of the states in the United States of America, a more appropriate label would be "Fourth World." Fourth World refers to the pockets of underdevelopment that exist in the developed nations. This is more than a semantic quibble. Establishing this context reflects the particular postcolonial-neocolonial circumstance of Alaska more accurately. Overall, each of the chapters reflects a balance between theoretical base and practical observations.

In comparison to Jandhyala Tilak's *Education for Development in Asia*, I would recommend that policy makers of any kind, but especially educational policy makers, consult *Education and Development: Lessons from the Third World*. Tilak's work differs fundamentally because it is largely quantitative relying heavily on statistical data. Unfortunately this data emerges from sources like UNESCO's Statistical Yearbook. Any such source is based in the First World and thus, reflects the biases of developed nations. The voice of the First World has perpetually been imposed on the Third World. *Education and Development* reverses this historical process. In an ideal world, researchers and policy makers of the Bretton Woods Institutions (among others) would read such a work and benefit from it.

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LORRI NEILSEN. *A Stone in My Shoe: Teaching literacy in times of change*. Winnipeg, MB: Peguis Publishers. \$11.95. 145 pp. ISBN 1-895411-73-4.

Early on in her book Lorri Neilsen writes, "When theories collide – or, in the case of literacy education, when many theories collide – our understandings move from order to chaos. . . . It's during these times, when we experience the intellectual equivalent of a stone in our shoe, that we question the status quo." However, for Neilsen and other teachers engaged in the challenging process of re-assessing their beliefs and practices about the changing nature of literacy teaching and evaluation, some stones are more irritating than others. For example, asks Neilsen, how can teachers be expected to foster a joyous literacy in their students when a majority of our schools now bow down to what