REVIEWS

Dubbeldam, L.F.B et al (1994). *International yearbook of education*. Volume XLIV - 1994. Development, culture and education. Paris: UNESCO. 236 pp.

Hoppers, Wim and Komba, Donatus. (Eds). (1995). *Productive work in education and training: A state-of-the-art in Eastern Africa*. CESO Paperback No. 21. The Hague: Centre for the Study of Education in Developing Countries. 240 pp.

Zinsser, Judith P. (1994). *A new partnership: Indigenous peoples and the United Nations system*. Educational studies and documents 62. Paris: UNESCO. 120 pp.

The world conference on Education for ALL was held in Jomtien, 1990. To meet the goal of education for all by the year 2000 would require major changes in national and international priorities. To date, changes that would focus on education globally have not been realized. These three books address the problems of providing relevant education and training in a context of underdevelopment.

The International Yearbook of Education

The International Bureau of Education (IBE), an integral part of UNESCO, prepares and organizes the International Conference on Education (ICE) every two years. In 1992 the theme of the ICE was "The contribution of education to cultural development"; this *International Yearbook* contains expanded versions of invited papers that served as information documents for the ICE in that year.

The book focuses on the reciprocal relationship between education and cultural development. It contains ten chapters ranging from the meanings of development, culture, and education, through challenges of intercultural education, and teachers' roles in cultural development on small Indigenous cultures.

In chapter I Dubbeldam asks the question; "What are development, culture and education?" Although there are no specific definitions given, even stipulative ones, this author provides a list of factors that render the notion of development almost too complex to unravel in a segment of a short chapter. He cites major factors that affect the quality of life such as population growth, economic stagnation, unemployment, growing economic disparities, violence, cultural inequalities, migration, environment, health, and government.

In chapter II Dubbeldam gets into some detailed discussion of culture, development and change, and education. The serious attempt here was to

show the interconnectedness and interplay among these concepts. While he does provide working definitions of these terms, this chapter is an extension of the previous one.

Chapter IV - "Intercultural education" (Khoi) and Chapter VI "Intercultural education for cultural development: The contribution of teacher education" (Batelaan) are both excellent contributions that show direct links between education and culture. Both authors clearly define their terms, give adequate explanations, and offer practical suggestions. They both call for action in implementation and commitment by decision-makers to bring about improvements in school and other educational institutions.

The role of the teacher is emphasized in chapter VII (Churchill); although nothing new is added to the already large body of research and documentation in this area, the chapter provides a summary of many principles and approaches already in action. Again, there is a call for action to further develop the role of the teacher in curriculum-making by considering realistic needs in cultural development.

Chapter VIII (Epskamp) addresses the role of education in cultural and artistic development. The role of the artist in intercultural understanding is explored and underscored. The inclusion of music, drama, and art in the school curriculum is seen as necessary for the promotion of culture and understanding. All too often this critical area is seen as a "frill" in education, but Epskamp correctly sees this area as crucial to promoting the creation of social, cultural, and intellectual realities.

Chapter X (Tedsale) on education and the survival of small Indigenous cultures uses case studies from Australia and New Zealand to show (a) the devastation brought about by imposed "civilization" and (b) that "development" can lead to the colonization and marginalization of indigenous peoples. This chapter is particularly forceful, analytic, and thoroughly researched to demonstrate that Indigenous peoples in these two countries must control all aspects of their education in order to survive.

The contributors to this book clearly support the idea that education and culture are central and essential for any form of development. This approach departs from the view that economics and finance are the only bases for development and that the human dimension and quality of life indices must be seen as measures of development.

Productive Work in Education and Training

The Centre for the Study of Education in Developing Countries (CESO) "contributes to the study of problems involved with education and development in the Third World." This book is essentially a report of research on Education with Production (EWP) undertaken by members of a network called Education with Production in Theory and Action (EPTA). This research was conducted in four African countries: Tanzania, Kenya, Zambia, and Ethiopia. The information and analyses contained here are instructive and informative for any country that is looking for a model that brings together

work and production.

The Introduction makes a clear distinction between vocationalization - aiming to make education more practical by training students for the work world after school - and EWP - emphasizing the educative value of work by practising self-reliance with its roots in the socialist concept of polytechnic education. The book is divided into three parts. Part I contains three chapters that provide an overview of EWP, the nature and scope of EWP research and a conceptual framework for the EPTA research program. Part II provides a description and summary of the research in the four countries under study. One chapter for each country - Tanzania, Kenya, Zambia, and Ethiopia - includes information from the literature and field studies. The information is gathered from general education and training settings. The chapters follow a general research report format indicating the problem, literature, sources of data, some analysis, and problems and shortcomings of the studies. Part III summarizes the results within the framework of the research problems and expands on the initial conceptual framework which was inadequate for the complexity of this task. *Directions for further research are provided.*

The research findings contained in this book will be very helpful to policy makers in developing countries; there are many practical suggestions and cautions against some major stumbling blocks in educational planning within these contexts. The report is very open and frank about some of the assumptions made about networking such as conditions of poor research capability, lack of strong leadership, and paucity of funds.

This book is well-written and contains information that requires further explanation and investigation. Considering the resources available, this research has produced valuable insights into the world of education with production. The search for a model that will suit the aspirations and conditions of developing countries will undoubtedly continue; this book is a helpful step in the quest for new directions.

The chapters in which Donatus Komba was involved in writing are of a very high quality and must be singled out as exceptional. His work is analytical, comprehensive and also exploratory; he synthesizes the current knowledge of EWP and makes no pretences about its shortcomings. This book will be very helpful and informative to those interested in education for developing countries; it raises many questions and does not pretend to give all the answers.

A New Partnership: Indigenous Peoples and the United Nations System

This monograph is about human rights, the UN, and Indigenous peoples and was prepared within the context of UNESCO's Associated Schools Project (ASP). UNESCO has many networks for promoting its goals and ideals. ASP was established in 1953 with the aim of strengthening the commitment of children and young people to actively promote international understanding and peace. It has four main themes - (a) the study of world problems and the role of the UN system in solving them; (b) human rights; (c) other peoples and

their cultures; and (d) the environment. This book is closely tied to the human rights issues, and indirectly related to all other themes.

A New Partnership is divided into three parts. Part I describes some of the conditions of living for Indigenous peoples, some of their beliefs, practices, and their struggle against genocide. Part II details the connections between the Indigenous peoples and the UN system. It describes the roles of NGO's and the assistance provided to Indigenous peoples through intergovernmental organizations and UN working groups on Indigenous populations. Part III contains examples of approaches used in ASP's to integrate knowledge about Indigenous peoples in the school curricula; it has suggestions for school projects and locating resource materials for teaching and learning.

For centuries now Indigenous peoples the world over have been resisting the foreign invasion of their lands, language, and culture. By accretion and gradualism, the invaders have almost totally taken over and desecrated the world of Indigenous peoples. Most recent examples can be seen in Amazonia, Indonesia, and Papua New Guinea. UNESCO has recognized this injustice and is attempting to sensitize the world into corrective action. The UN General Assembly has declared the International Decade of the World's Indigenous People (1994-2004) and UNESCO itself has undertaken a range of activities on behalf of Indigenous peoples. Despite these honourable efforts by UNESCO, the real corrective actions must be undertaken by national and local governments in co-operation with the Indigenous peoples. For example, the OKA conflict and land claims settlement for Aboriginal peoples in Canada must be resolved within that country. While the UNESCO can dialogue with Canada, it really has little power to persuade the National or Provincial government to find peaceful and just settlements.

This document was written by a practising teacher and can be used successfully as a guide to critical issues facing Indigenous peoples throughout the world. The information is carefully organized, well thought through, and clearly written. Examples of Indigenous peoples' living conditions are used from various parts of the world and shows the common devastation of these peoples and their cry for peace and recognition of their human rights. The author provides an empathetic plea for understanding by taking a critical stance on basic human rights issues. She covers a lot of ground in a small volume and highlights the real lifeworlds of Indigenous peoples - their problems, solutions, and resistance to genocide. Anyone who wishes to get an overview of critical issues facing Indigenous peoples throughout the world should read this monograph; teachers, especially, would find the contents informative and helpful in planning an inclusive curriculum.

UNESCO has produced many documents and has assisted in providing even more plans for promoting peace, human rights, and democracy through the development of culture and education. This organization has also proclaimed many days, weeks, and years marking special occasions and events. These have been very helpful in creating awareness globally.

Although UNESCO is not a funding agency, its efforts should now be directed to dissemination of information and implementation of well conceived plans.

These documents produced by UNESCO and CESO highlight the need for (a) slowing down population growth; (b) placing top priority on basic education; (c) promoting the ideology of education for democracy; and (d) fostering international co-operation. Countries, cultures, and peoples cannot all be seen as a composite whole; differences must be recognized and dealt with accordingly yet emphasizing the common needs of personal security, human rights - both individual and group - and economic sufficiency. The publications reviewed here address these issues through research in education.

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Jerome Doutriaux and Margaret Barker, *The University-Industry Relationship in Science and Technology*, Occasional Paper No. 11. Ottawa: Industry Canada, 1995; 141 pp English, 161 pp French.

Prepared as part of the Canadian federal government's science and technology review, this study "updates and improves our understanding of university-industry relations in Canada"(p. i)." To achieve this end, and to support the recommendations that derive from their study, Doutriaux and Baker begin with a brief review of the literature on university-industry relations, the best of which were reports from the former Economic Council of Canada, and then devote three chapters to "Socio-economic impact of university-industry linkages," "Government programs to encourage university-industry working relationships," and "Management of the university-industry interface." Three short appendices report on studies of Canadian universities industry liaison offices, relationships between university-based research and large firms, and university "spin-off" or "seed" companies.

It is well known that Canadian universities, compared to their OECD counterparts, "perform a major share of . . . research and development . . . with the per capita expenditures being among the highest in the . . . OECD countries (p. i)." With proportionately more research and development undertaken in universities, the efficient and effective transfer of knowledge and new technologies from the universities to private industry is a challenge. In the 1980s, Canadian universities, reflecting an international trend, began to focus their attention and resources on the transfer (commercialisation) of research and innovation by faculty and students to industry. This trend continues, with federal granting agencies such as the Natural Sciences and Engineering Research Council (NSERC) and the Medical Research Council (MRC) directing funding to programs that enhance university-industry research and intellectual property management.

It is significant that the volume begins with an assessment of "Socio-economic impact of university-industry linkages." There is a need to balance

the economic spin-offs with the social contributions of these linkages. Unfortunately, Doutriaux and Baker focus primarily on the economic benefits of these relationships, benefits that are more measurable and about which more has been written than the social benefits of linkages between universities and industry. They do illustrate the regional development benefits of such linkages, pointing to the Ottawa/Kanata high technology model. The creation of jobs, especially jobs within knowledge-based development and manufacturing industries, do have significant social as well as economic benefits to the regions in which they are undertaken. Canadian universities and industry need to devote more attention to studying these benefits and educating politicians and the public on the advantages of university research to local and national industry. Moreover, universities need to demonstrate that their presence in a region have significant cultural and social benefits, which often translate into direct economic benefits such as jobs.

The second chapter, "Government Programs to Encourage University-Industry Working Relationships," focuses primarily on long-standing and more recent partnership programs managed by NSERC, MRC and the National Research Council, especially the latter's Industrial Research Assistance Program which encourages SMEs to undertake research and development activities related to new product lines, often in conjunction with universities. The chapter incorporates descriptions of provincial (Ontario, Quebec and British Columbia) programs and selections of those from the U.S., the United Kingdom and other European states. While research in the U.S. "indicates that federal funding has a significantly leverage effect (p. 73)," in Canada there has been little research that has explored systematically the benefits of these partnership programs, to the universities, to industry, and to economic development.

The many faces of managing the university-industry relationships are the foci of the third chapter. Among the issues considered is the impact of U-I relationships on training of HQP, not just in research endeavours but also in the modification of course content; research relationships and the types of programs in which industry can become involved (research grants, contracts, funding of chairs, shared equipment and facilities, and NCEs) and the products of these relationships (trained employees, new knowledge and products, etc.) Of more importance is the sections dealing with university technology transfer mechanisms (industry liaison offices, technology transfer offices, separate technology commercialisation arms), the success of which there is much anecdotal discussion but little empirical research in Canada. The authors have brought together some data on the effectiveness of these services in universities but do not evaluate where these services are, in fact, effective mechanism of technology transfer and economic development. Most universities can not ignore the need for ILOs and TTOs. However, can universities expect that these offices will become self-sufficient or profit centres, except in a few cases?

The discussion of spin-off or seed companies, a long-standing and under-examined phenomenon in the Canadian context, is too brief. Spin-off companies contribute to regional economic development and create receptor capacity for new technologies developed by university faculty and students, but it is not clear how such companies should be nurtured and how universities should handle the inevitable issues of conflict of interest and conflict of commitment.

In "Conclusions and Recommendations," the authors identify areas in which further research is necessary. Canada needs effective means to support basic and applied research in the universities, to encourage a range of relationships between university and industry, and to enhance the mechanisms for the transfer of knowledge and technologies from and between universities and industry. Such mechanisms are essential for social reasons as well as for the economic development.

Although this volume is not a scholarly work, it provides the groundwork for future research on U-I relationships in science and technology, especially with regard to policy issues that will confront university administrators, professors, industry, and governments in the next decade.

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Jean-Pierre Bastian and Rosa del Carmen Bruno-Jofré (eds.) *Protestant Educational Conceptions, Religious Ideology and Schooling Practices: Selected Papers*. Monographs in Education XXII. Winnipeg: University of Manitoba, 1994, 164 pp.

The papers in this collection, the proceedings of a symposium on Protestantism and Education in Latin America, contribute significantly to our knowledge of Protestant education in Latin America. When read with other volumes on Christian home and foreign missions in the nineteenth century, this work adds to our understanding of the Protestant mission impulse.

Protestant Educational Conceptions, Religious Ideology and Schooling Practices achieves partially the three major tasks claimed by Jean-Pierre Bastian: (1) to create an inventory of the networks of Protestant schools in selected Latin American countries, (2) to compare Protestant education networks with state educational systems and Catholic networks, and (3) to contrast the models of education employed by the Protestant missionaries and educators and the content of instruction in their schools. By addressing these issues, the authors portray the dynamics of Protestant schooling in Latin America and assess the extent to which these efforts achieved their end: "the formation of individuals with [Protestant] character and democratic civil conscience."

Jether Periera Ramalho's "The Pedagogical Characteristics of Protestant Schools and the Ideological Categories of Liberalism" explores the linkages

between the theory of liberal, progressive education and its practice in Protestant schools in Brazil in the early twentieth century. From the perspective of the materials explored, Protestant schools appeared to have implemented the theory of progressivism: education for liberal democratic development, with a focus on the integration of theory and practice, respect for and development of the individual as a citizen, and the promotion of civic responsibility. Based on a study of three major schools, Periera Ramalho convincingly portrays a successful experiment. We are not informed, however, to what extent the philosophy and practice of these schools, along with their underlying Protestant ethos, influenced a generation of civic leaders.

In "The Argentinean Evangelical Schools, 1898-1910," Amestoy details the religious, social and political ideological foci of the AES; compares the AES with state and Roman Catholic schools; and contextualizes the AES initiative within its social, religious and political environments. Amestoy characterises the AES as both confrontational (with the Roman Catholic Church) and nation-building (supportive of the state education system and of the "conservative liberal" ethos of Argentinean republicanism). The AES served the lower classes and industrial suburbs of Buenos Aires, thereby promoting education as an "efficient instrument in the process of social change and modernization, as well as the fundamental agent in achieving civilization and progress (p. 18)." The AES focused on creating "'good children and good citizens'." To promote citizenship development within a democratic framework, the AES curriculum and pedagogical methods incorporated participatory, progressive methods. To create productive citizens, education was practical as well as theoretical, reflecting the early twentieth century enthusiasm with progressive vocational education. The AES were perceived by the state as useful since they served the immigrant and working class sectors of the metropolis. The Roman Catholic Church portrayed the AES and its Protestant supporters as agents of imperialism and apostacism. Amestoy argues convincingly, although not uncritically, that the AES were agents of progress, of democracy and modernization.

In "Ideals of Protestant womanhood, religious ideology and the education of women in Mexico, 1880-1910," Bastian examines the methods by which evangelical Protestants provided schooling to young women and women of the lower orders and the impact of these schools and how their alumnae societies enhanced the position of women from the lower orders. Shunned by the dominant classes, Protestantism used free schooling to attract adherents. Combined with their primary schools, Protestant societies allocated significant resources to the maintenance of secondary and normal schools for women. Normal schools served two objectives: to provide female teachers for mission schools and to provide Protestant teachers for the state schools, thereby infiltrating the state system with suitably trained models of Protestant womanhood. An innovative element is the discussion of alumnae associations and their impact on their members. These associations provided support networks for the women who worked alone in isolated towns, provide ongoing

professional education, and assisted in promoting the principles of Protestant maternal feminism. Alumnae associations extended their work by providing "redemptive" and adult education services to lower class women -- "ironing, midwiving, and washing" and the branches of basic education: reading, writing, arithmetic, and hygiene and home economics. As with Protestant missions in non-Christian societies, Protestant schools combatted what they perceived to be systemic and concerted effort to keep women, the true reformers, in ignorance and subjugation. The Protestant woman was the new woman, a reformer, a liberal, and an educated woman.

Bruno-Jofré's "The ideal of womanhood in the context of Protestant missionaries' concept of education and citizenship, 1916-1929" explores the ideology of womanhood promoted by Protestant missionaries and teachers. In her analysis of the proceedings of a series of international conferences held in Panama (1916), Montevideo (1925) and Havana (1929) and the writings of *La Nueva Democracia*, Bruno-Jofré shows that both Latin American and North American Protestant women viewed the future role of the Latin American woman in terms modeled after progressive North American women. In the 1916 and 1925 conferences, the impact of the Social Gospel and progressivism suggested for women an activist role in education and citizenship formation while promoting the cult of domesticity. By 1929, as in North America, the Social Gospel was waning and the reformist model was replaced by a more traditional domestic role. Women, in Latin America as in North America, were portrayed as having "regenerating power" and could fashion "the ideals of the nation" in the role as mothers and first educators. As Bruno-Jofré shows, the imperialism of evangelical Protestant women missionaries ignored the progressive views of Latin American women for an imported, superior model that they were to emulate.

Bruno-Jofré's critical analysis of the discussion of evangelism and the feminist debates of the period is useful and Amestoy's study of ideology is well constructed. *Protestant Educational Conceptions, Religious Ideology and Schooling Practices* fills gaps in our knowledge of evangelical Protestant education in Latin America and shows the important, if at times somewhat marginal role of these denominations, in the education of women and men of this region. The authors demonstrate that for evangelical Protestants education had sacred and secular roles. Education supported the evangelical effort while promoting the respectability of Protestantism in a predominantly Roman Catholic realm. Protestant education served the republican and democratic movements within a context of education for citizenship. While these are significant analytical concerns, the authors should have linked Latin American Protestant educational and missionary efforts to the world-wide evangelical and missionary enterprise and to progressive education and feminist movements of the era.

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Wagner, D. A. (1993). *Literacy, culture, and development: Becoming literate in Morocco*. Cambridge: Cambridge University Press, 367 pp.

Daniel Wagner's work is well known to educators with interests in international education, development and literacy. He began his career where all international development workers ought to begin and end their careers, working in the voluntary sector. In the late sixties he served for two years as a Peace Corps volunteer in Morocco and returned for a further two years to gather data for his doctoral dissertation. Five years later he returned again, this time as a Fulbright-Hays scholar, and with a Moroccan colleague began a study of Islamic education funded by IDKC and the Ford Foundation. This study in turn led to the Moroccan literacy Project (MLP), a ten year US funded study that is the subject of *Literacy, Culture, and Development*. Although reports of the MLP study findings have been published in scholarly journals at intervals over the last ten years, this book presents a comprehensive report on the project and includes many important details not previously reported. The MLP was designed as a study of literacy in a cultural context. This is a central factor in Wagner's understanding of literacy "as a cultural practice that is subject to a wide variety of social, and cultural forces that may increase or decrease the level of skill evidenced in any individual at a particular point in time" (p. 231). *Literacy, Culture, and Development* addresses three broad areas of research; the conceptualization and measurement of literacy in a cultural context, understanding children's literacy acquisition in a developing country and the retention of literacy skills after leaving school.

Literacy, Culture, and Development is organized into thirteen chapters, the first includes a discussion of the history of literacy definitions and research orientations and introduces the MLP's major research questions. Chapters two and three contain ethnographic analyses of language and literacy and the cultural context of schooling in Morocco. Chapter four describes the research design and survey methodology applied in the project's investigation of a series of research topics including literacy's acquisition, development, and beliefs; literacy's relationship to daily living, school drop out, and skills retention, and the relationship between literacy and poverty. Research findings on these topics are reported in detail in chapters five to eleven. The book concludes with two chapters, one discusses the links between research and policy development and the final chapter which offers the author's brief reflections on the project's contribution to social science research, international education and the future for literacy planning. The book also contains four very useful appendices which contain the interview schedules used with parents and students and technical details on the investigation of the cognitive consequences of Quranic schooling and test construction procedures.

While the majority of chapters report the results of quantitative analyses the first chapters use ethnographic data to set the context for the overall study of literacy embedded within Moroccan culture. Local conceptualizations

of literacy and the role of literacy mediators in traditional and modern Moroccan community contexts are presented. The contextual understanding of literacy within culture is sustained throughout the book and is effectively interwoven in the discussions of results obtained from the quasi-experimental sub-studies.

Unlike most studies of national education systems and literacy programs *Literacy Culture, and Development* does not rely on statistics compiled from UNESCO reports or the annual reports of data by Ministries of Education such as the number of school registrants by grade level, gender and age. While Wagner refers to such data for purposes of description and comparison, the MLP data was collected by project team members using instruments constructed within the project. Among the instruments developed and described in the book are an Early Reading Test, an instrument to assess metacognitive literacy beliefs of children, a functional literacy test and a socio-economic household survey instrument. Further the project developed criteria for the selection of samples and cohorts of children to enable the use of quasi-experimental controls for hypothesis testing and although modest in terms of sample and cohort sizes, Wagner was able to conduct a longitudinal analysis to assess annual gains in literacy skills and literacy retention two years after withdrawal from elementary school. While the project team experienced difficulties in data collection for longitudinal analysis, as might be expected in a developing country, the integrity of the study design and the validity of the data were not compromised by these difficulties.

Wagner makes good use of his knowledge of Moroccan society and his familiarity and respect for Arab culture. His view is not that of a World Bank consultant, working from an air-conditioned suite in the Marrakech Holiday Inn. Throughout the book he incorporates vignettes of family members experiencing literacy interactions and situations of teaching and learning in Quranic and public schools. With the additional use of a few photographs of teachers, students, classrooms, family members and neighbourhoods the book, in spite of its academic content and structure, retains a human-scale focus on literacy and development. While *Literacy, Culture, and Development* has clear implications for literacy planning and education it is not a book which focuses on literacy statistics and their interpretation for the purposes of national economic development planning.

The MLP gathered data specifically to answer important questions: which in spite of prior studies, have remained unanswered to the satisfaction of most literacy researchers. Wagner in the context of Moroccan society asks, among other questions: What background factors affect literacy acquisition? What do children and adults know and believe about literacy? Do children with different first languages develop literacy skills at the same or different rates? How is school-learned literacy related to functional literacy needed for everyday life? Does short or long term literacy skills loss occur among those who drop out of school? What is the relationship between literacy and poverty?

While the data does not provide definitive answers for each of the project's research questions, the study makes a valuable contribution to knowledge in several areas and challenges prevailing thought and opinion in others. For example insights are provided into aspects of learning to read in Arabic script, second language literacy acquisition and the cognitive effects of Quranic schooling on Arabic literacy acquisition. A pattern of social factors and variables, similar to those found in other third world countries, were found to be related to the acquisition of literacy skills, including among others, urban rather than rural residency, gender, parental education and language.

From the perspective of my own research and writing interests I found the reports and discussion on school dropout and literacy acquisition and the relationship between literacy and poverty to be of greatest interest. According to Wagner, the MLP data indicates that literacy relapse may be a myth if the students achieve the fifth grade level and that those thought to have experienced relapse, as suggested by prior studies, may never have achieved basic literacy in the first place. Further, Wagner reports gains in literacy among school leavers, particularly among urban students. Not surprisingly the data revealed gender differences in school attendance and post school literacy acquisition and usage. Eighty per cent of the adult female population was reported to be non-literate as compared to 40% of males and high literacy females were excluded from the work force and opportunities to use their literacy skills in many social contexts. While, as observed in many other studies, the relationship between years of schooling and participation in the labour market was confirmed, it was also observed that the moderately literate had no greater advantage in the labour market over the barely, or non-literate. *Literacy, Culture, and Development* presents an interesting mix of findings which confirm the results of many prior studies, challenge the findings of others and offer new insights into some previously neglected areas of study.

Wagner makes no specific claim to expertise as an interpreter of the Arab world for western readers, however his contribution in this regard deserves recognition. Westerners have long held geo-political, religious and prurient interests in Islamic culture and societies. Unfortunately these interests have not resulted in a widespread understanding of Islamic culture, politics and cultural practices. Cultural stereo-typing and prejudice are common in the west and Canadian educators can make no claims to superior understandings. *Literacy, Culture, and Development* is a culturally sensitive western study of literacy and education in an Islamic state. Wagner and his research team consider the traditional and contemporary role of the Quranic school in terms of its effect in shaping the tradition of education, cognitive skills acquisition, pedagogy in the public school and the definition of literacy in Moroccan society.

One disappointment is the extreme brevity of Wagner's concluding chapter, "Literacy, culture and development: Concluding thoughts about a changing society". The chapter is less than three pages in length and the

final paragraph referring to potential stimuli for future visions of literacy research includes a vacuous reference to "a renewed energy in the air." This isn't the first occasion Wagner will have disappointed readers with his concluding remarks on future possibilities. In *Literacy: developing the future* (Wagner 1992), a far ranging 150 page UNESCO report on global literacy, he critiqued the work of international agencies, national literacy campaigns and literacy researchers and identified myths which shaped literacy initiatives globally, but the book concluded with a final chapter of less than seven pages which presented an uninspiring prospective for the future. Wagner is clearly uncomfortable when the subject of his writing shifts from his personal experience and empirical data to the politics of education, long term policy planning and discussions of the future.

Overall *Literacy, Culture, and Development* is a well crafted research report. It combines qualitative and quantitative approaches, necessary technical details are reported clearly and succinctly, the data are not over interpreted and the author does not make unreasonable claims for his results. Wagner is successful in bringing some new approaches to current international literacy research including ways of thinking about research in a cultural context and the use of small scale controlled studies rather than national surveys and government statistics to examine literacy levels and the contribution of literacy to development. The book makes an important contribution to the literature on international literacy and serves as a good example of third world literacy research for use by faculty and graduate students.

Reference: Wagner, D.A. (1992). *Literacy: Developing the future. International Year Book of education*, Vol. 63. UNESCO: Paris.
Adrian Blunt, University of Saskatchewan.

Hautecoeur, J. (ed.) (1994) *Alpha 94: Literacy and cultural development strategies in rural areas*. Toronto: Culture Concepts Inc., 347 pp.

Alpha 94: Literacy and cultural development strategies in rural areas, edited by Jean-Paul Hautecoeur, is the third in a series of books reporting on aspects of an ambitious sixteen country project initiated and coordinated by the UNESCO Institute for Education. The broad goals of the project are to promote international cooperation in adult literacy education, encourage innovation in literacy programming and to disseminate the project's findings. *Alpha 90: Current research in literacy* (Hautecoeur 1990) focused on a review of literacy history, politics and current research in selected regions and *Alpha 92: Literacy strategies in the community movement* (Hautecoeur 1992) addressed the role and prospects for literacy education to contribute to community based rural development programs. *Alpha 94* reports the participatory research efforts of groups, organizations and communities which have incorporated

local and regional cultural understandings of literacy in their responses to the social, economic and cultural crises experienced by rural communities.

A total of 37 authors, excluding Hauteceur, contribute 21 chapters describing literacy projects in twelve of the project's original sixteen participating countries. The usual brief biographies of contributing authors one now expects in an edited book was not provided although the authors' institutional affiliations are reported. In length the chapters vary from eight to over eighteen pages. Hauteceur contributes a short preface, an introductory chapter presenting the purpose and theme of the collection and a concluding chapter assessing and synthesizing the contributors' main observations and findings.

The projects reported in the 21 chapters are effectively described in terms of the geographic, economic, social and cultural contexts within which they are situated. In some cases the length of the situational analyses exceeds that of the description and analysis of the literacy project and its outcomes. The depth of knowledge of the literacy research literature, research methods and critical reflections on their own work varies greatly among the contributing authors. While authors mention the emergence of societies from repressive political regimes and the importance of building democratic institutions to support rural development, they report little success in mobilizing adults to take political action and do not offer explanations for adult education's generally apolitical practice. Dionne and Horth (chapter 17) for example do not even mention the support for separation among rural Québécois regardless of the likely economic costs to rural communities.

Most of the chapters provide interesting reading. They tend to reflect the researchers' enthusiasm for their work and in some cases provide a simple and idealistic narrative of project failures and successes that I found to be refreshing. The six chapters contributed from Spanish projects for example present an unembellished litany of explanations for the failure of some aspects of projects that many readers are likely to recognize from their own first experiences in rural development work. Carrasco (chapter 4) for example declares, "The objective of the evaluation was to collect large volumes of information which would enable us at the end of two years to assess the relative effectiveness of the activities and initiatives undertaken" (p. 76). Each chapter includes a retrospective and reflective discussion which again I found to be an appealing aspect of the project reports.

Few of the understandings and findings achieved by the authors can be claimed to be new and unique contributions to knowledge about development and literacy. For example, the attributions of aspects of project failure by Chacon and Polo (chapter 6) to the characteristics of the peasant class and culture, geographic isolation and class culture conflicts, among others, have been well documented on many prior occasions. Similarly the observation by Abreu and Margalha (chapter 7) that rural libraries are underused when they are inaccessible, have inappropriate holdings and an old collection, is scarcely new or surprising. However it is important that in regions where no

prior research has been conducted that basic research be conducted and particular investigations be replicated.

While the majority of chapters report pertinent project activities several digress into discussions likely to be of interest to a small number of North American readers such as Balipap's detailed ethnography of a Hungarian village conflict caused by the relocation of Gypsies (chapter 12) and Anghel's somewhat idiosyncratic history of literacy education in Romania (chapter 13). Personally I found Hubik's description of the Czech television program Receptir to be new and most interesting. The program is built around the concept of bricolage, that is "Making do with whatever is at hand." However the author's claim that the concept is unknown in post W.W.II western society, except as a hobby, will be contested by, among others, northern Brits, southern hemisphere Kiwis and the great innovators of the Canadian prairies, Saskatchewan farmers. I would suggest that Canadians in particular have a great respect for bricolage and with the satirical Red Green Show have moved to recognize it as a Canadian cultural practice, albeit in this case in a hobby context. Canadian readers are also likely to appreciate George's informative, though inadequately referenced chapter on Aboriginal peoples literacy programs in Ontario (chapter 15,) and Fogwill's chapter (16) on literacy and Aboriginal language survival in the North West Territories.

Hautecoeur provides a clear overview of the focus and purposes of *Alpha 94* and makes the claim that he is fortunate to be involved in the conduct of a study which covers a vast geographic area, investigates literacy in twelve different countries, considers greatly diverse historical contexts and requires collaboration with associates from a wide range of professional, cultural and disciplinary backgrounds. The definitions of literacy, project goals and methodology in this project are all so broad as to guarantee the inclusion of virtually any rural assessment or development project which is not a national or centrally controlled government program. Unfortunately Hautecoeur's enthusiasm for his project propels him to make claims which are not always clearly reflected in his contributors' reports. For example his claims that project goals are largely being obtained without, or with limited, external interventions, funds and technologies is clearly an exaggeration or a misinterpretation of the findings of some of his case studies.

As might be expected with such a collection the editor appears to have been severely challenged to establish a framework to justify the inclusion of such wide ranging reports. The publisher, in the brief promotional description on the book's cover, provides a more satisfactory description of the collections' international origins than does the editor in the preface. As a geographer Hautecoeur appears to be less than perfectly literate and diplomatic when he refers to the articles as originating from three major geopolitical regions, "southern Europe (Spain, Portugal, Italy, Greece, France, Belgium and the U.K.), central Europe (the Czech Republic, Slovakia, Slovenia, Bulgaria, Romania, Hungary), North America (Canada, the U.S.A.), with two deliberate detours, to Canada's Northwest Territories and Chile" (p.3). The

publisher, to her or his credit, opts for the less controversial and more acceptable claim, "From central and southern Europe, from the United Kingdom, Canada and the United States and Chile come studies of the intertwining of literacy and cultural development." Hautecoeur's editorial lapses also provide additional minor irritants, such as the reference by one author to "a 23 year old girl." Perhaps the most serious lapse however, is the editor's failure to insist that contributing authors provide bibliographic citations for important documents and reports referred to in their chapters. Other problems which detract from the readability of *Alpha 94* are the quality of the proof reading and, for this aging reader, the small size of the font selected by the publisher for the many quotations, lists of activities and observations included in many chapters.

Although I have drawn attention to several weaknesses of *Alpha 94* the book does make a unique contribution to the literature. By challenging many of the assumptions, definitions and practices of prior research and introducing an alternative to governments' economically oriented literacy agendas *Alpha 94* offers a thought provoking collection of experiences for consideration by literacy and development researchers and field workers. This UNESCO project is important and likely deserves far greater resources than it has received. Research to understand the factors which influence the success of groups on the margins as they fight to resist exclusion and domination deserves far greater priority than it has been granted. Hautecoeur is no dissembler in this struggle and many students and human-scale development activists in particular will appreciate *Alpha 94* 's contribution.

References:

- Hautecoeur, J. (ed.) (1990) *Alpha 90: Current research in literacy*. Hamburg: UNESCO Institute for Education.
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Kerckhoff, Alan C. (1993) *Diverging Pathways: Social Structure and Career Deflections*. Cambridge: Cambridge University Press, 254 pp.

Alan Kerckhoff's *Diverging Pathways* shows how British schools promote the best and leave the rest. Furthermore, the differential effects of ability grouping and labour market segmentation on educational and occupational outcomes are cumulative. These effects include increasing increments in rewards or penalties not directly attributable to previous performance. Kerckhoff calls this differential return on educational investment a "career deflection" and shows that it is associated with the way Great Britain has structured different schooling for different students. Kerckhoff validates his

thesis that "the structure of social institutions both facilitates and impedes individual achievement, irrespective of the personal qualities of the individuals involved, and the society's class structure helps shape [i.e., is associated with] those social institutions" (p. 2). He thus prescribes that government officials heed "the important role played by social structures in shaping individual outcomes" (p. 224). He utilizes the best of statistically-based empiricism to make his case concerning the effect of educational and economic structures on individual achievement but the potential of his study is limited by his empiricist approach and the assumptions of status attainment research, human capital theory and progressive positivism.

Kerckhoff has also authored *Socialization and Social Class* (1972), *Ambition and Attainment: A Study of Four Samples of American Boys* (1972), and *Getting Started: Transition to Adulthood in Great Britain*. He has a thorough knowledge of the British and American literature on socialization, stratification and mobility. *Diverging Pathways* continues to account for the structural complexities of social inequality in nine logical and coherent chapters with numerous supporting notes, tables and figures.

The study examines school differentiation, ability grouping and labour segmentation and identifies how people get sorted into different locations. He describes the structured sorting process, shows how the process affects people's achievements, analyzes how some individual characteristics are consistently associated with the same kinds of structural location and verifies the repeated and accumulated advantages and disadvantages of social differentiation. He accomplishes this analysis by statistically tracking the members of a 1958 British cohort for the first twenty-three years of their lives and by presenting a sophisticated variable analysis of family backgrounds, schooling processes and labour force achievements. He also analyzes the major career differences between males and females. Kerckhoff's uniquely contributions to the literature on ability grouping and status attainment by focussing on the complex interface between post-secondary education and the labour force and by showing how this interface alters some of the outcomes of elementary and secondary schooling.

The format of the book provides methodological, theoretical and substantive presentations consistent with this genre of sociological narrative. In the first chapter, he defines and outlines the key concepts and the central theoretical arguments. In the second chapter he describes his data base as The National Child Development Study conducted by the National Children's Bureau of London. He also justifies his sampling and analytical strategies for studying the life course of individuals so that he can identify the cumulative effects of the multistage linkages through multivariate regression analysis. The middle four chapters offer an in-depth presentation of elementary, secondary and post-secondary schooling and the effects of entry into the labour force. Chapter seven identifies the two-stage and multi-stage linkages, careers and career lines, and chapter eight culminates in his core statistical analysis concerning the cumulative effects of structure. The concluding

chapter focuses on policy implications.

He uses infant school location and achievement as a baseline and comes to a series of conclusions. He identifies elementary schooling as the opening wedge and junior school ability placements as clearly affected by more than ability, leading to a very large difference in academic achievement by age eleven. He shows how secondary schooling is a period of increasing dispersion, including a carry over effect called "institutional inertia." These gains continued into post-secondary schooling with the greatest gain going to those people entering higher education. He found that secondary school examinations and teacher ratings were clearly associated with students' entry into higher education and that teachers' evaluations of their students' post-secondary potential were strongly influenced by the students' families' socio-economic status and by prior assessments of the students' academic promise. Although it was clear that those with the strongest academic records had the best options, what the teachers thought concerning "potential" also had an additional independent effect. He also analyzes the interface between post-secondary education and early employment and describes it as a period of randomization and consolidation. He found a weak tendency for those with poor academic backgrounds to enter the smallest private firms in the peripheral sectors. Those with better academic records were somewhat more likely to enter public firms, but entry into the labour force was largely a random distribution process. Yet, interestingly, those structural locations provided very different kinds of opportunities which in turn affected rewards and the consolidation of the dispersions. Kerckhoff speculates that the "randomness" of the interface may have been the product of using measures of firm size, public or private employment and industrial sector as indicators. Other indicators might be more useful as structural indicators. I agree. What was intended to distinguish the study provides its greatest empirical limitation. Economic indicators based on hierarchies of decision-making power or property rights might provide better economic indicators and be more consistent with the analytic strategy of the educational stages analyses.

In the middle level of analysis he answers the questions dealing with structural linkages, careers, and career lines. He concludes, first, that those academically superior individuals who were identified early in life have a very good chance of remaining on the high road throughout their schooling career and those who were identified as academically inferior were likely to remain on the low road. Second, post-secondary school programs and industrial sector differences served to provide alternative structural sequences, and the preponderance of high-road and low-road sequences was reduced. The critical element was the broad availability of further education and training. Effects were different for the two sexes -- men advantaged over women.

In his final statistical analysis he concludes that the evidence of cumulative structural effects is very strong. First, concerning educational attainment or occupational prestige, the young adult distributions of these

men and women in the hierarchies of achievements were heavily influenced by the kinds of structural locations they moved through during their careers. Second, he found the same general pattern of deflection when the cohort's careers are traced prospectively following those with origins in different social "classes" (i.e., occupational census categories). Third, he identified differences between men and women. Advantages for the top three classes accrue earlier to men, largely because sons with modest academic records have a greater chance of being sent to private schools. Disadvantages for the bottom three classes also accrue earlier to men; and although men make gains later, women fall behind, largely because of lower access to further education. Nevertheless, predominant cumulative deflections reflect social class origins.

The greatest limitation of the study are its theoretical weaknesses. Six factors undermine Kerckhoff's intention to progressively "fine tune" the education system. He assumes rather than tests the theoretical assumptions of Human Capital Theory (HCT), Status Attainment Theory (SAT) and Cultural Deficit Theory (CDT) and thus legitimates the American and British social structures. To borrow a phrase from Frank Underhill's *In Search of Canadian Liberalism* (1960), such studies are instruments for the garage mechanics of capitalism.

First, the introduction of the book discusses the debates over the assumptions of HCT in its individualistic, functionalist and conflict varieties. HCT is primarily concerned with one question: "Is an individual's performance (investment of capital) fairly exchanged for achievement (reward of higher social standing)?" In the conclusion, Kerckhoff sides with the claims of "conflict theory" (e.g., Gintis, Oakes and Kozol) and confirms that school systems emphasize the use of social status as a basis for determining the distribution of resources. Kerckhoff also notes: "Teacher evaluations and ability group assignments clearly reflected the socioeconomic status of students' families, and the distribution of structural deflections was strongly associated with the students' social origins. Yet, the available evidence does not really suggest that schools purposely distort their procedures to assist high status students, and social origins account for only a part of the inequality the schools create" (p. 216). He clearly validates his species of positivist progressivism against volunteeristic exchange theory. But his methodology limits his ability to explain the historical origins for the structured deflections.

Second, Kerckhoff's method allows American methodological dogma to frame the debate about individual mobility and "structure." His sociology thus succumbs to this limitation by having to assume but not to explain "the most likely sources" (p. 203) for the deflection. As an exemplar of empiricist orthodoxy applied to British education, Kerckhoff's metatheory is an easy target for a critique of "abstracted empiricism" (C. W. Mills 1967 *The Sociological Imagination*). Mills decried the inability of orthodox methods to challenge commonly held beliefs. Thus, by not testing the metatheoretical assumptions of Human Capital Theory, Kerckhoff's progressive ideology loses

its theoretical force. He cites research into (1) labelling and (2) curriculum and pedagogical differentiation to justify potential reforms based on an interventionist state: (1) to expand access to preschool programs, (2) to discontinue distributing students into learning groups, (3) to end streaming and tracking based on "ability," (4) to facilitate career education, and (5) to maximize post-secondary education and diversify the credential market (pp. 218-19). These "deficit" reforms, though, supplement rather than challenge the social structure he has just described. He writes that "all industrial societies are highly stratified. The educational system in stratified societies is neither responsible for that fact nor is it reasonable to expect the educational system in stratified societies to be the source of change in the nature of the stratification system. . . . So, the purpose of the proposed mechanisms is not to reduce social channelling in the schools. Rather, it is to reduce the tendency of the schools to create inequalities . . ." (pp. 219-220). He believes, in contradiction to his findings, that it is possible to reduce this tendency to inequality without somehow affecting the social structure. In no way does he believe he can challenge the social order in either its cultural or political economic forms (p. 217). This, he claims, is the paradox of education.

Third, Kerckhoff's study does not provide an adequate theoretical defense of his amelioration strategies against counter-proposals to "free" the educational market. Because Kerckhoff accepts the paradox of liberal education rather than explain why or how it "still exists and cannot be avoided" (p. 220); he must accept a triad of questionable assumptions. He wants to maintain a social order based on structural inequality, understand the effect of structure on status attainment and believe that equality of opportunity is still a realizable goal. I am unsure why a social scientist must accept that a historically-specific liberal social structure is a necessary premise. To accept the triad of assumptions creates untold logical problems for a scientific researcher. Cognizant not to make unsubstantiated or contradictory inferences in his statistical analysis, Kerckhoff has to make unsubstantiated and contradictory conceptual leaps to integrate his findings with his partisanship support for the social order. The absence of empirical, theoretical and metatheoretical integration concerning the structural effects on equality of opportunity creates potentially opposite interpretations of the findings -- as illustrated by James Coleman's "Foreword" and Kerckhoff's concluding rebuttal (p. 213). Coleman challenges Kerckhoff's progressive liberalism and provides an oppositional reading that favours educational choice and a neo-liberal state. The debate over the "implication" of the study creates an illusion that a "social scientific" debate is actually going on. This debate owes more to political partisanship within liberalism than to the development of a social theory that might explain the origins and effects of a social structure. In fact, what Kerckhoff confronts in Coleman is dogmatic individualism (anti-structuralism). He has to expend much effort to make his progressive case concerning "structures" and their effect. Although he theorizes about the mechanisms of structural deflection, his theory is trapped

in an ontological dogmatism concerning "structures" that cannot be directly tested, analyzed or challenged. To do so would require an alternate conceptualization of "structure" that goes beyond the Kerckhoff-Coleman consensus concerning sociology. By limiting sociology to a statistical description of institutional patterns, the analysis necessarily misses any identification of the system of relationships which underlie and account for the sets of observable social relations and patterns of consciousness.

Fourth, the limitations of Kerckhoff's study go beyond metatheory. The study includes a social-theoretical bias inherent to all status attainment research that does not intend to challenge social models based on Smithian economics and Darwinian biology. Status attainment theory (SAT) is concerned with one primary question: "To what degree does each individual have an equal opportunity to perform to capacity and receive a reward equivalent to performance?" Mass mobility research, no matter how sophisticated and detailed, has nothing to say about the pattern of elite recruitment to the positions of decision-making power. SAT research does not focus on the relationship between mass vertical mobility and the relative rigidity of the entire class structure. The anomaly exists that elite offices may become more of an upper class preserve while net upward mobility increases for the mass of the population (e.g. Myles and Sorensen 1975 "Elite and status attainment models of inequality of opportunity," *Canadian Journal of Sociology* [1].). Therefore, it is analytically incorrect to draw conclusions about the rates of movement through the whole class structure from mass mobility data. As most "equal opportunity" theorists do, Kerckhoff makes this conceptual error by assuming that somehow more mobility implies a less rigid class structure. Furthermore, other research has also demonstrated that a combination of all the most important "human capital" factors (e.g. years of education or father's occupation) do not account for most of the explained variation in income and status attainment, and "labour market" factors such as the employment rate and market segmentation perform only marginally better. Gender and class (the latter defined by property ownership and/or decision-making power) account for more of the variation than do human capital factors (e.g. Ornstein 1983 "Accounting for gender differentials in job income in Canada: results from a 1981 survey." Ottawa: Women's Bureau, Labour Canada). While necessary, Kerckhoff's approach is not sufficient to answer the questions he has posed for himself. Such research might be better served by measuring structural properties directly and by testing hypotheses about the patterning of relations among elite members or among the institutions they control (Brym & Fox 1989 *From Culture to Power*).

Fifth, the study is limited by the inadequacy of its prescriptions. Cultural deficit theory (CDT) is concerned with one primary question: "What compensations should be introduced to improve the productivity of human capital and/or the efficiency of the equal-opportunity market?" Kerckhoff argues that the cultural deficit does not lie with the individual characteristics of students ("blaming the victim"). Although Kerckhoff identifies the

"deflection" as a structural effect rather than an individual effect, at best, he can only confirm a probable association between contingent patterns of individual characteristics and organizational locations. He cannot explain how this determinant pattern exists, why it exists, or the mechanism for change. He agrees that "the most general recommendation that can be made here is that we recognize the importance of structural arrangements in altering individual achievement and that we continue to assess the effects of different arrangements" (p. 220). Kerckhoff is left with a limited claim: the policy maker who remains unaware of structural influences suffers a cultural deficit. The call for informed government policy will find little resonance with sympathetic policy makers who want specific proposals for structural change. Yet, Kerckhoff does seem pressed to make ad hoc inferences connecting a liberal reform agenda to education, but these are not scientifically grounded and must fit within a politically permissible framework for liberal sociological research.

Finally, Kerckhoff exhibits many characteristics of an "Imperial Eye." Although his seven pages of references provide a handy guide for an introduction to the latest research on status attainment and ability grouping, they also reveal a limited smattering of continental European references and an absence of sources from the English-language literature outside the United States and Great Britain. Before accepting Kerckhoff's universalistic claims about the nature of "Western industrial societies," the reader must look further afield to locate the colonized "Other."

Kerckhoff's study is in many ways a blessing to the educational literature because it exhibits sophisticated statistical understanding and emphasizes structural effects usually antithetical to assumptions imported from the behavioral social sciences and libertarian ideology. But the study reproduces a kind of research that is increasingly irrelevant given the destabilizing effects of economic globalization and today's political climate dominated by a resurgent neo-liberalism and neo-conservatism. Status attainment research must do more than restate the concerns of progressivism circa 1975 for British education and American social science.

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W. Alan Wright and Associates, *Teaching Improvement Practices: Successful Strategies for Higher Education*. (Bolton, MA: Anker Publishing Company, Inc., 1995)

The list of contributors to this book reads like an excerpt from the Who's Who of instructional and faculty development: from Canada: Chris Knapper; Richard Tiberius; David Kaufman; from the USA: Mary Dean Sorcinelli and Norman Aitken; Nancy Van Note Chism and Anne Pruitt; Laurie Richlin; Milton Cox; James Eison and Ellen Stevens; Peter Seldin, Linda Annis and John Zubizarreta; Barbara Millis; from the UK: Graham Gibbs; George Gordon

and Patricia Partington; and from Australia: Keith Trigwell; Elizabeth Hazel.

Fortunately this is a book which lives up to the authors' reputations and largely delivers what it promises: an examination of "the most successful recent initiatives . . . to improve teaching" through an essay collection which "identifies the issues, reviews the literature in the field, describes successful implementation strategies, and outlines prospects for the future." W. Alan Wright (the founding Executive Director of Dalhousie University's Office of Instructional Development and Technology) and his associates are to be congratulated.

The book has two major strengths. The first is the report of an international survey conducted by Alan Wright and Carol O'Neil during 1992 and 1993 of development officers/faculty developers from Australasia (Australia, New Zealand, Fiji), Canada, the United Kingdom, and the United States.

The second strength is the grounding of the contributions of the authors in research (frequently their own as well as that of other scholars) and their own practice, followed by discussions of the implications for other locations, programs, and/or settings. One example would be the chapter by David Kaufman who describes the approach used by Dalhousie Medical School to prepare faculty as tutors for a problem-based learning curriculum. What could have been merely an interesting case study becomes a useful resource with the presentation of material on problem-based learning, a discussion of the research on tutoring, and a description of a faculty development process which others can use.

Alan Wright and Carol O'Neil set the stage by reporting their survey data in a way which facilitates comparisons among countries -- and while there are many similarities, which is, perhaps, reassuring, there are also some intriguing differences.

Respondents were asked to rate each of 36 items in terms of "the confidence you have in its potential to improve the quality of teaching in your university." The scale ran from 1, least confident, to 10, most confident.

The items fell into nine categories, with four items per category. In reviewing the rank ordering of the categories, we can note some areas where the Canadian respondents differed from those of other countries. The rankings, from first to ninth, for all respondents, were: leadership: deans and heads; employment policies and practices; development opportunities and grants; formative evaluation of instruction; structure and organization; leadership: senior administration; educational events; developmental resources; summative evaluation of instruction.

Overall, leadership from deans and heads was seen to have the most potential to improve teaching, with leadership from senior administrators being ranked sixth. However, Canadian respondents ranked senior leadership in third place, right behind their second place ranking of deans and heads. Their first place ranking went to employment practices.

The relatively low rank of educational events is perhaps surprising.

given that much of the work of instructional developers revolves around organizing workshops. It was ranked in seventh place by all respondents, although the Canadians ranked it fourth.

Summative evaluation was ranked last, overall, in terms of its potential to improve teaching. Formative evaluation fared somewhat better in fourth place -- although the Canadians ranked it seventh. The authors note that "there is a pattern of response from the Canadian group who tend to have lower levels of confidence in a number of survey items dealing with the review or evaluation of teaching by someone other than the teacher being assessed." (p. 15) It is interesting to speculate as to why this might be so.

One might speculate, also, as to why respondents in the UK express considerably more confidence in the potential of classroom observation by peers to improve teaching (rank 15) than those in the USA (rank 22), Canada (rank 27), and Australasia (rank 28).

In reading this chapter one needs to keep in mind that these are the views of instructional developers as to the potential of practices and policies to improve teaching. It would be useful to get the views of faculty on these same questions, and to obtain evidence of whether the potential improvement was realized or not. But that's another study -- or two.

Other chapters of value include one by Chris Knapper (of Queen's University) who maintains that if he had the attention of all faculty for half a day he would use it to raise their awareness of how students learn. This chapter whets the appetite regarding learning styles. It presents an overview of the literature on surface and deep learning, describes recent research, including some done in Canada, and gives suggestions for teachers to use in encouraging deeper learning among their students.

It is Knapper's contention that, for faculty developers, "the bottom line is learning". He poses some hard questions for faculty developers to ponder as they review the workshops and other activities they put on: will they really, in the end, influence student learning? He challenges developers to articulate a clear conception and philosophy of effective learning and to use every opportunity to see that university committees, policies and decisions reflect this "bottom line"; to get involved with curriculum development; and to find and publicize examples of effective student learning.

A sample of other chapters: Keith Trigwell on changing teacher's conceptions of teaching; Laurie Richlin on preparing the faculty of the future to teach; Milton Cox on the development of new and junior faculty; Graham Gibbs on the process used in the UK to train 8,500 faculty in techniques for teaching large classes.

There is evidence that some authors had read -- and used -- information in chapters written by other contributors. This has helped to tie diverse contributions together.

Who will get the most out of this book? The easy answer might be "instructional developers", and their advisory or program committees. But there is much of value in the book for instructors, too. The summary of recent

research and the bibliographies included in every chapter alone make the purchase of this book worthwhile.

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