

BOOKS

R. Murray Thomas, Lester B. Sands, and Dale L. Brubaker, *Strategies for Curriculum Change: Cases from Thirteen Nations*, Scranton, Penna.; International Textbook Company, 1968. Pp. 386.

This book does not do what its title or statement of purpose suggests it might do. It provides neither the theory nor the facts needed for evolving successful strategies for curriculum change. Without exception, the authors have failed to afford sufficient cognizance to the content of learning in the school and the manner in which instruction takes place to accomplish this end. But a more fundamental criterion for judging a work of this kind is — what does it do and how well?

In the main, this is a book by and for comparative educators and their students. As such, it analyzes and describes broad contemporary educational developments against the backdrop of relevant societal conditions. In these terms, the highest marks should be awarded to W. D. Halls for his lucid and comprehensive essay on English education, one of the best capsule summaries of this, or any other, system.

Kazamias, Brickman, and Kobayashi take a more focused approach in their case studies of educational development in Greece, Israel, and Japan, respectively; all with excellent results. Their penetrating essays provide a valuable understanding of the interplay between traditional and modern education in Greece, the religious factor in Israeli education, and the dynamics of Japanese education under American occupation.

Taken as a whole, this work achieves the distribution and balance the editors obviously sought in terms of geography and national levels of development. Although the brief essays on the U.S.A. and the U.S.S.R. contribute very little, the remaining chapters which deal with the developing nations contain much which is worthwhile.

Zachariah's chapter on Indian education represents one of the first substantive assessments of post-independence India's educational developments. Likewise, the chapters by Thomas on Indonesia and Wronski on Thailand are particularly welcome, since these nations have not come under the purview of educational analysts to the extent that the remaining cases of Nigeria, Zambia, the Philippines, and Peru have.

The organization of this volume into four non-parallel sections labeled, "Binding the Past to the Present," "Nations Linked by Wars," "In the British Tradition," and "Roles Played by Foreign Aid," is extremely tenuous. Nonetheless, a good case can be made for bringing these

particular essays together in a single volume. The reader will be rewarded by the meaningful comparisons and generalizations which emerge from a thoughtful consideration of the total work. Indeed by the time he reaches Zambia he should be able to recite the developing nations' educational litany: colonial legacy of an élitist, literary education; rigid social hierarchy; insufficient resources to adapt educational system to national goals. . . .

A bibliography containing over 150 entries, arranged by continent, completes this work. It is useful, as virtually all bibliographies are, but it tends to reflect the sources relied upon by the authors too closely and fails to include relevant works in the social sciences, history, or psychology.

On balance, it might be said that this work is an accurate reflection of the state of comparative education. It is characterized by research based on firsthand sources and investigation and demonstrates a capacity for analysis of the relationship between education and society on a global basis. Such a work could serve either as a useful review or a good introduction to the discipline in the continued absence of a classic text.

Reflection on *Strategies for Curriculum Change* reinforces one's doubts as to whether comparative education can go beyond analysis and provide the constructive knowledge needed for educational policy making. While the historian can provide us with the causes and the social scientists with the symptoms, and all concerned are agreed in their prescription of education as a chief remedy for the ills of ignorance, poverty and conflict; the means for administering the cure remain elusive in the extreme.

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