

## BOOK REVIEWS

MacLeod, G.E. Malcolm & Blair, Robert E. (1992). *The Canadian Educational Association: The first 100 years 1891-1991*. Toronto: Canadian Education Association, 110 pp., complimentary (softcover).

By tracing the evolution of the Canadian Educational Association from its inception as the Dominion Educational Association in 1891 to the present, the authors provide a detailed view of the development of the Association and its achievements over the century of its existence. This book is, as stated in the foreword, "a bit unusual" (p. 1) in that two of the three authors are now deceased; as a result the publication appears at times to be somewhat disjointed.

An interesting facet of this book is the reference to issues that were of interest to educators 100 years ago, some of which are still concerns today. Resolutions at the first convention in July, 1892 dealt with such topics as the overlap between elementary and high schools, common matriculation standards and requirements for university entrance, the prevalence of truancy and irregular school attendance, and adequate facilities for teacher training. As a colleague once stated, "Things are more like they are now than they ever have been before."

In chapter 1 the authors cover the first 50 years of the organization, focusing mainly on the funding principles of the CEA, the diversity of needs and interests the organization would address and problems arising from geographic distances and communication barriers. The chapter is a tribute to those whose efforts laid the foundation for the organization and ensured its continuance as a viable service organization for educational authorities throughout the nation.

In the second chapter the authors focus on the successes and failures of the organization in the years 1948-1977. In so doing they provide more interesting reading than the chronological approach taken in the first chapter. Brief but informative accounts of such projects as inservice, the CEA short course for Administrators, research and service activities, and teacher exchange programs illustrate some of the significant achievements and advances of the organization. In both of these chapters, the authors emphasize the contributions of individuals who have had profound impact on the accomplishments of the organization and on its persistent efforts to meet the perceived educational needs of the provinces. Particular note is made of the contributions of Dr. F.K. Stewart, who held the position of Executive Director from 1947 to 1977.

In the final chapter the authors describe the chronological sequence of events in the "Expansion Years" from 1977 to 1991. While information regarding the trials and tribulations of reorganization, the establishment of objectives and priorities, and revamped committees provide the reader with insight into the internal workings of the CEA and an appreciation for their efforts in providing valuable services to education, some will find that the chapter suffers from too much attention to irrelevant and often trivial detail. For example, few readers will find it useful to know that the format of the annual report "was changed to typewritten 8.5" x 11" paper" in 1978 because the report required the approval of the Board of Directors.

However, the authors do what they set out to do: to provide a historical overview of the evolution and development of the organization. In so doing, they identify those achievements of which the organization is justifiably proud and give due credit to those who worked diligently to make CEA a viable and respected organization. If there is a major weakness, it is that they pay inadequate attention to the social, political, cultural, and economic forces to which the organization was obliged to respond in order to remain effective during its first century. The Canadian Educational Association has done much to shape education in this country. The authors identify many of the contributions made by the Association, but pay too much attention to chronological details rather than to the

forces behind the evolution of the Association. In so doing, they have, no doubt inadvertently, given the CEA less credit than it is due.

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Des Dixon, R.G. (1992). *Future schools and how to get there from here: A primer for evolutionaries*. Toronto: ECW Press, 505 pp., \$16.95 (softcover).

R.G. Des Dixon's *Future Schools and How to Get There From Here: A Primer for Evolutionaries* is a truly remarkable book for a number of reasons, not the least of which is the request of the author that it be considered as a piece of art that makes its own statement and not as a research report. It contains virtually no references, has no bibliography, and includes a grand total of four footnotes, all in the first chapter. And despite the 1992 publication date of this text, most of the books mentioned therein were published at least 20 years ago. One of the few recent books referenced is *The World We Created at Hamilton High*, which Des Dixon attributes incorrectly to Charles R. Lawrence 3rd instead of to Gerald P. Grant, my distinguished colleague here at Syracuse University.

The absence of documentation is especially irritating when Des Dixon provides data that one would like to be able to pursue. For example, in arguing for early childhood education, he writes:

Studies show that seventeen percent of children have identifiable and treatable psychiatric disorders, most related in some degree to inadequate parenting. Only about one in five is ever identified and treated by a specialist. The rest, about 135 walking wounded in a typical elementary school of 1000, are left to be behavior problems, truants, misfits, failures, dropouts, and delinquents.