

Lawson, Robert F. and Schnell, R.L. (eds.) *Education Studies: Foundations of Policy*. Washington: University Press of America, 1983, 459 pp. + vii, \$17.25(U.S.).

There are few books that have provided an overview of different traditions of inquiry and discourse in the study of education as an academic enterprise. For this reason the work of Lawson and Schnell is a welcome addition that will serve the interests of both undergraduates and graduates alike. The book, which is reminiscent of J.W. Tibble (ed.) *The Study of Education* (London: 1966), draws primarily upon the writing of scholars from Canadian universities. It is organized into seven chapters, all of which are written by specialists from different fields of study.

Chapter One, "The History of Education" by R.L. Schnell, centers on the history of education as a founding discipline in teacher education programs and as a way to achieving an understanding of the educational past. The chapter, divided into four main parts, examines the state of educational historiography against the background of economic and social change in North America, with particular attention to the concerns of social history and the apparent decline in the study of the history of educational thought. Schnell then explores the construction of historical knowledge and its relation to assumptions that guide historical inquiry. In a concluding discussion of themes and studies, he reviews highlights in the history of education that have been the foci of research in the field.

In Chapter Two, "The Sociology of Education," Lois E. Foster investigates the place of sociology of education in the advancement of education as an institution and field of activity. Beginning with a definition of sociology of education, Foster presents her argument with special reference to its development in the United States and England. Included is an extensive examination of theoretical orientations, such as the structural-functional and symbolic interactionist, a review of methodological terms in the field past and present, and a commentary on policy claims. In the final section Foster surveys the perceived and potential contribution of the field to the study of education.

The "Psychology of Education" by David R. Evans and Margaret T. Hearn is studied in Chapter Three. Following a discussion of the definition of educational psychology, the authors provide an account of its history beginning with reference to classical Greece and leading up to the present. This is followed with an overview of research methodology in the field, including, among others, the ideas of Bronfenbrenner, Ausubel and Thorsen. The chapter concludes with extensive analysis of developmental theory and education, individual differences and education, learning theory and a final note on humanistic approaches to education.

In Chapter Four John L. McNeill addresses the "Philosophy of Education" as a field of study. McNeill considers the relationship between philosophy and philosophy of education, and the implications of philosophy for ideas of knowledge and curriculum. Following a brief introduction and historical comment where he outlines basic meanings associated with philosophy and philosophical activity, McNeill proceeds to questions of philosophical analysis and education, philosophical claim and warrant, method and philosophy for teachers. The final and most extensive section is reserved for a philosophical study of educational problems concerning knowledge and belief.

"Educational Theory" by William D. Winn is the subject of Chapter Five. Focusing attention on curriculum and instruction, Winn argues that the field straddles the line between educational theory and practice, and further claims that a scientific, problem-solving approach is the basis for curriculum development. His study then turns to a brief analysis of factors, individual and social, that determine curriculum. Instructional development related to input, process and output is central to the argument. A comment on research perspectives and the role of teacher education in curriculum conclude this section.

Chapter Six "Educational Administration" prepared by J.G.T. Kelsey and John C. Long centers on the discussion engendered in the field by the "Theory Movement" emerging in the 1950's and the challenge to that position by the phenomenological perspective appearing in the 1970's. The authors explore the debate between these traditions, pointing out their implications for educational administration both as practice and as a field of study. Reference is made to the work of Griffiths, Halpin and Greenfield. Concluding with a section on "Theory, Methodology and Practice," the authors remark on the importance of methodology, and particularly phenomenology, as one of the more promising metaphors in the field.

The final chapter by Robert F. Lawson on "Educational Knowledge and the School Professional" considers the importance of learning in the above fields of study to institutional practice. Lawson attends to the matter of research in terms of the formation of policy. It is suggested that policy decisions supported by specific studies should lead to a strengthening of the foundations of knowledge and, hence, the quality and effectiveness of educations as a whole.

These essays offer both expert and neophyte, a thoughtful and lucid analysis of the emergence and development of scholarly inquiry in education and its implications for policy.

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Serow, Robert C., *Schooling for Diversity: An Analysis of Policy and Practice*. New York: Teachers College, Columbia University, 1983. 161 pp. \$18.00(U.S.). Available in Canada from the Guidance Centre, Faculty of Education, University of Toronto.

In light of current trends and issues in the delivery of education both in the United States and Canada, the appearance of this book is timely. In Alberta, for example, two major reviews are underway: first, of the goals and content of secondary education, and second, of all curricular material for potential sources of bias, intolerance and discrimination towards minority groups. If this text was intended to analyze socialization policy and practice in education with respect to minorities and provide educators and policymakers with the much needed research upon which to base policies, its readers will be disappointed. Such an analysis is incidental to what the author actually does — an attempt to assess the contribution public schooling in America has made to the creation of tolerant citizens and to propose a model of socialization for tolerance. Confining references to policy and practices to education in the United States as Serow does limits the book's usefulness. Only in a general way is it possible to extrapolate and apply the analyses to other educational systems, for example, Canada, where similar issues are under discussion. Serow's inquiry and consequent findings on the integration of racial and other minority groups into the American institutional mainstream is a much needed activity, but one that falls short of its aim.

In his introductory chapter, Serow explores the concept of social diversity in terms of how American schools have historically dealt with their heterogeneous populations. In defining the concept, he views social differentiation along racial lines first and ethnicity second; "tolerance socialization" is the inculcation of certain democratic norms that bring about better race relations. These definitions may accurately fit the American situation but not other social systems. His treatment of the concept of social diversity should not be dismissed completely, however, for Serow succeeds in pulling together certain basic principles useful to the student of the social and political foundations of education. A more serious problem from the outset is the author's normative stance. The development of ethnic and race relations in America is presented within a progressive movement of increasing social and cultural tolerance. Basing his claim that American society has experienced success as a multiracial and multiethnic society on the stability of its political and social systems, he is essentially equating social and political stability with social tolerance. Broadly compared to other nations (Lebanon, Rhodesia, Cyprus and Northern Ireland), the United States appears to be a relatively tolerant society in Serow's view. Serow obviously glosses over American racial and ethnic relations in making this highly questionable generalization. He fails to reconcile this conclusion with the "melting pot" concept characteristic until recently of American policy. The stability Serow speaks of may in fact be the result of certain political arrangements which hold groups in relatively stable structures. Furthermore, if diversity has become a principal concern in American education as the author claims, it is not because of a highly effective school socialization program, but more likely because the "melting pot" policy has not worked; interracial and ethnic problems remain unresolved. Serow further states that the school, charged with the task of developing tolerant citizens, has contributed significantly to the creation of a tolerant society. What should be hypotheses or questions that direct inquiry are conclusions drawn at the outset influencing the selection and treatment of theory, research findings and practical evidence.

Serow's review of relevant research and theory in the second chapter is particularly useful to the student investigating the whole area of the formation of attitudes conducive to social diversity and harmony. Reviewing major studies in sociology and political science literature, he concludes that no link has been found between the school — its instructional, climatic and organizational properties — and the successful social integration of diverse populations. In fact, Serow notes that although education has expanded in America, intolerance still exists. Analyzing certain basic questions in American education, he casts doubt on his earlier claims regarding the role of schooling in the whole process of socialization for diversity.

In his broad overview of standard references, Serow makes no attempt to delve into the dynamics of school practice and the manipulation of sociopolitical orientations. Although he does not explore the questions to any depth, he does succeed in provoking and probing so that the critical issues emerge clearly and forcefully, e.g., what keeps society together — consensus on basic values or tolerance for diversity? This identification of critical