

more attention to quality. These requirements are more easily accommodated, according to the authors, in smaller organizations which have considerably more flexibility than larger ones. Labor unions will have to change their somewhat rigid, centralized organizational structure to smaller more flexible and adaptable organizational forms.

The authors identify a few government social service programs which are identified as being consistent with the old rather than the new economic order. Programs like UIC are at least partially based, according to Cohen and Shannon, on the principle that unemployment is of a temporal, cyclical nature. Recognizing the structural nature of this problem will require a revamping of the compensation program. The current tax system, according to the authors, is inordinately complicated and cumbersome, and encourages Canadians to expand valuable resources in an attempt to reduce their tax burden. The authors argue for modernizing our tax system, with a focus on simplification.

Cohen and Shannon maintain that the biggest problems we as Canadians face are intangible. They maintain that leftover assumptions, expectations, and institutional systems are simply getting in the way of moving to the next Canadian economy. Old patterns and social norms must be broken down. The Canadian people as well as their institutions must become more flexible to meet the emerging economic challenge and as we move toward the new economic order, cooperation must replace confrontation as the *modus operandi*.

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Gumbert, G.B. (Ed.). *A World of Strangers: International Education in the United States, Russia, Britain, and India*. Atlanta, Georgia: Center for Cross Cultural Education, Georgia State University 1985, 90 pp.

This book is volume 4 of a series produced by the Center for Cross-Cultural Education at Georgia State University. It focuses on international education in the United States, Russia, Britain, and India.

The book begins with an excellent introduction and overview by Edgar Gumber, who asks fundamental questions about how individuals gain knowledge about foreign nations. He discusses in some detail the similarities of the papers which follow, as well as the sources of information available to the different individuals and some of the cross-cultural differences in terms of comparing media systems in the various countries. The editor also correctly laments the proclivity of some nations to engage in hostility, mis-information, and even wars as a foreign policy strategy, rather than enlightenment and education which should be more readily available now given the rapid advances in the telecommunication sector.

The first article, by Judith Torney-Purta begins with a review of recent reports which reflect an ethnocentric viewpoint concerning the applicability of the American educational system as a universal model. In particular, she points out that senior policy makers in the international field tend to operate under a number of dubious assumptions, particularly with reference to the exportability and applicability of the American educational system to foreign lands. Unfortunately, the chapter does not go into sufficient detail concerning the disproportionate power wielded by senior administration and policy makers in the international educational field, as compared to the rather meager power and input of educators in the same domain. This article, together with the editor's introduction, refers to the paucity of sustained research on international political socialization. Together, both articles make such a convincing case that one would hope that as part of their future lecture series and publications, that they will concentrate on this specific issue.

Torney-Purta also details both historical and relatively recent research in the areas of nationalism and internationalism, although space limitations prevented her from including several of the methodological problems that exist, particularly with early research. The piece concludes with a short, yet pointed, discussion about what is needed for further research, emphasizing again the need to understand and expand upon underlying assumptions for cross-cultural research in the area of global information.

Stephen Kerr, in his chapter entitled "The Distance Puzzle: How Soviet Citizens Learn About the World", takes on a difficult task. It is a thorough review of information that is domestically available within the Soviet

Union, but fails to deal with that sub-set of information that specifically relates to foreign countries. In addition, there is the added research problem which is not in any way associated with the author, but with the accuracy of information concerning foreign nations when viewed through the prism of a Marxist orientation and government control of the media and educational system. The author also notes that many Soviet citizens have a profound distrust of the Western news media and view it either as a crass commercial activity or as some type of propaganda tool working on behalf of the capitalistic system. This media view, of course, further reinforces the state control which is clearly the objective of the Soviet authorities in the first place. The author concludes by pointing to the considerable difficulties that arise when gathering data that pertains to larger international issues within the context of Soviet-controlled countries.

The chapter by Susan Jeffery and E. Nicholas dealing with the British view of the world begins by describing the almost unlimited pluralism of sources within the United Kingdom. The authors point to the paradox that, on the one hand, the U.K. is a leader within the Commonwealth of British nations and very interested in foreign lands, but at the same time, the country has a strain of superiority which views these same distant colonies with some disdain and gives them marginal attention at home. The piece presents a first class analysis of the dominant culture within the U.K. setting, and the extent to which the class structure defines reality both domestically and internationally. This is followed by a brief section dealing with the British perception of the Third World, particularly as provided via the media. An example of the state of the situation is reflected in one of the themes that reflect the misrepresentation provided by the British media of foreign Third World cultures when they state, "women (unless they are heads of state) are invisible, except as starving, desperate mothers." (p. 59) This is a rather unfortunate commentary for a country that boasts such a fine media tradition, e.g., the BBC, *London Times*, and *The Economist*. Yet in terms of contemporary international coverage even these media systems seem to have fallen considerably short of providing an accurate picture of Third World nations.

A substantial flaw in this article is that while it is an historical documentation of how the British come to understand the world, it fails to provide a more contemporary analysis given the considerably reduced role that the U.K. itself plays on the world scene. It also fails to provide an analysis of Britain's multi-racial domestic problems, which are of a cross-cultural nature.

The final chapter by Philip Altbach provides a case study of a Third World nation, India. It begins with a discussion of the vestiges of colonialism and the contemporary difficulties of developing an educational and media system suitable to the national interests of India, rather than serving colonial masters. Only passing reference is made to the enormous film industry in India, the second largest in the world, and no mention is made of the extent to which these films deal with or discuss international issues or places. Perhaps the fault of this chapter is that it deals too extensively with the infrastructures and not enough with the software and content aspects of the materials consumed by India.

In general, the book makes a significant contribution to the field of international education but one would have hoped that there would have been a concluding chapter pointing out where future students of international education should look and important research questions that are still to be answered. But in spite of this drawback, the book does present both a good overview as well as some documented case studies that provide a good basis for moving back the frontiers of ignorance that abound in the cross-cultural educational field.

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Zumeta, William, *Extending the Educational Ladder: The Changing Quality and Value of Postdoctoral Study*. Massachusetts: Lexington Books, 1985, 250 pp.

Professor Zumeta's book on postdoctoral education will be of limited interest to individuals in postsecondary education. The topic is such that only a few are likely to read it, namely policy makers and higher level administrators in academia or government. Unfortunately, the group that should read it, graduates contemplating postdoctoral appointments, will probably never read it, as Ph.D.s tend to read material specific to their discipline. Having made such a statement, I will quickly state that the reason is due to the striking outcomes of