

One infers that the editor chose to include only articles by residents of Canada about mainly Canadian educational issues. Rigid adherence to such a criterion was inappropriate, if indeed that was the case. For instance, "The I.Q. Ideology" by Samuel Bowles and Herbert Gintis was one of the best articles published by *This Magazine*.⁸ Its omission from this collection was unfortunate.

A word about style. Most of the contributions are very readable. Satu Repo's articles, in my judgment, are particularly well-researched and well-written. In terms of readability, it is unfortunate that the reader has to contend with Martell's somewhat laboured writing style in the first and last essays.

Many readers will not agree with the perspective adopted by most contributors to *The Politics of the Canadian Public School*. However, they too should find the book stimulating and challenging.

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⁸Volume 6 (Winter, 1972-73), pp. 47-62.

W.G. Fleming, *Educational Opportunity: The Pursuit of Equality*, Scarborough, Ontario: Prentice-Hall of Canada, 1974. Pp. 127.

"You can't tell a book by its cover," so the old saw goes, and it was never more true in the case of W.G. Fleming's *Educational Opportunity, The Pursuit of Equality*. Professor Fleming's book is part of Prentice-Hall's "Critical Issues in Canadian Education" series, and one would expect, by both the book and series' titles, to find an analysis of equality of educational opportunity in Canada between its covers. But not exactly. The book is more the "pursuit of opportunity" by an author and a publisher to place a commodity in market where they have no real competitors than any kind of genuine examination of equality of educational opportunity in Canada.

In seven chapters and a conclusion Professor Fleming offers his general, *very general*, survey of the present state of Canadian education. (He spends one page listing by province all the Canadian universities.) Much of the book is a recitation of the different provinces' educational programs and policies and their evolution to their present status over the last decade or two. Throughout the book the reader, with disconcerting frequency, encounters succeeding paragraphs beginning with sentences like "Saskatchewan offers . . .", "Manitoba has initiated . . .", and "Among Canadian provinces, Quebec offers . . ." This survey disguised as analysis, then, is never more than the most superficial recounting of what is done in Canada, Professor Fleming claims, in the name of equality of educational opportunity. One learns, for example, that the University of Alberta started an intercultural teacher training course and that Brandon University has a teacher training program for Indian and Metis students. But nowhere in the book does one learn of the actual success or failure of the seemingly infinite number of programs the author lists as examples of the Canadian governments' attempts to provide equality of educational opportunity for its citizens. Ultimately, then, the reader is left with no more than a catalog of good intentions, with no information on their payoff.

Paralleling the criticism of Professor Fleming's book as being little more than a superficial survey of Canadian educational policies is an objection to the book's

paucity of statistical material on the current state of equality of educational opportunity in Canada. The book contains only five tables and all of them deal with inter-provincial differences in enrollment and finance. Detailed statistical analyses of the comparative schooling outcomes for Canada's cultural and social groups are missing.

Besides his own survey of contemporary Canadian education, Professor Fleming does offer the reader his own perspective on just what equality of educational opportunity means, as well as an overview of those elements in the Canadian social order that both encourage and impede its development.

In his introduction to the concept of equality of educational opportunity and throughout his book, Professor Fleming deals with equality of educational opportunity in terms of individual access to educational resources for the development of unique potential. Since individual capability to take advantage of opportunity, including equal opportunity, varies to such a great extent, our author concludes that equality of educational opportunity is an unattainable ideal. This emphasis on *individual* access to equal opportunity as opposed to equal outcomes for major social *groups* is more than the beginning of a metaphysical argument; it underlines both a fundamental bias and an obvious omission in *Educational Opportunity, The Pursuit of Equality*.

While early in his book Professor Fleming does mention the problems of class lines and prejudice, dutifully quoting from John Porter's *The Vertical Mosaic*, his analysis of Canadian political and social reality is only brief, and then superficially even-handed. Professor Fleming's fundamental bias here as he moves on to his primary task of surveying Canadian education is to treat equality of opportunity as one gigantic administrative problem in meeting individual needs, seeing equality's gains and losses in terms of consolidating school districts and evening out the differences in inter-provincial expenditures. The omission, then, is an examination that tackles head on the issues of social demands, power, privilege, and group conflict and the place of education within this milieu of competing groups using and trying to use the school to their advantage in a battle for scarce resources. Such an analysis is what one might rightfully expect, but will not find, in W.G. Fleming's *Educational Opportunity, The Pursuit of Equality*.

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