Book Reviews

Escotet (Miguel A); Albornoz (Orlando) *Educación y Desarrollo Desde la Perspectiva Sociológica*. Salamanca, Ediciones UIP, 1989. 412 pp. (Spa) Incl. bibl.
MFN 1779 – ISBN 87-86168-46-5

The 19 papers included in this volume, *Education and Development from a Sociological Perspective*, were written by authors working in 13 different countries. The vast majority of the essays were first presented in English in the summer of 1988 at a conference in Salamanca (Spain) sponsored by the Sociology of Education section of the International Sociological Association, under the auspices of the Universidad Iberoamericana de Postgrado. The editors were assisted by J. Dronkers in the initial selection of papers from the conference.

As is typical in such large-scale international anthologies, the diversity of content poses problems for the reader of the book as a whole. Although the editors' arrangement of the material under the headings of 'Introduction', 'Society, Education and Development', 'Higher Education, Training and Development', and 'Culture, Education and Development' is logically coherent, the content of the papers is perhaps more usefully conveyed in a brief review by reference to the three types included: theoretical surveys, policy studies, and empirical case studies. Regrettably, there is no editorial commentary that seeks to survey the diverse positions taken and their interrelationships, even though normally one of the benefits of a conference is precisely the confrontation of viewpoints.

The theoretical papers most effectively outline the unifying thematics of education and development, despite a certain ambiguity introduced by the variable contexts of development (advanced capitalist, Eastern bloc, and Latin-American societies are discussed). Albornoz (Venezuela) presents a useful if pessimistic introduction to education and development in Latin-America with particular reference to his home country. Escotet (Spain) provides a 'Utopian' outline of educational planning, largely without reference to political economic constraints. In contrast, Kazim Bacchus, Raj Pannu and Carlos A. Torres (Canada) outline a political economic framework for understanding educational expansion with particular reference to the Caribbean, and Mariano F. Enguita (Spain) adds some brief but cogent and complementary general remarks about the relationship between education and development. In a well-informed discussion, Tomas Tadeu de Silva (Brazil) draws out the implications for critical pedagogy of the relationship between the labour process and technology, whereas Isaura Belloni (Brazil) introduces the basic orientations towards educational sociology in Latin America. Escotet develops some interesting hypotheses for advancing research on linguistic codes in education. Carlos M. Alvarez (USA) advances a synthetic perspective, based on his earlier work, on ethnicity as a variable in education. Finally, Pepka Bojadjeva (Bulgaria) offers a somewhat vacuous historical analysis which poses the question of how universities could become a universal institution given their medieval origins.

The broadly policy-oriented papers are even more varied. Escotet draws on experimental social psychology in order to argue for the application of negotiation strategies in peace education. Writing with reference to their respective countries, Roberto Moscati (Italy) discusses the opportunities and dangers of higher educational reform, and Tamas Kozma (Hungary) reviews minority educational policy. Dreide F. Jordan contributes a comprehensive analysis of the relationship between education and the construction of aboriginal identity in Australia. Louw-Haarardt Stears (South Africa) briefly explores the implications for education of the violence built into the apartheid system.

The remainder of the papers take the form of empirical case studies: N. Jayaram describes the gap between educational qualifications and employment opportunities in India; J. Dronkers positively evaluates the economic benefits of educational expansion in the Netherlands; Angela Neves and Xavier de Brito (working in

France) develop an interesting typology of the professional strategies of Brazilian students in France; Sjaak Braster and Mart Jan de Jong (Netherlands) construct ambitious causal models linking women, education and the labour market within both advanced and under-developed societies; Harriet Silius (Finland) reports data on the legal knowledge of female lawyers.

The objective of such a large, heterogeneous and expensive volume translated into Spanish remains problematic. The work of the Spanish-language and Brazilian authors is already widely available and relatively well-known. Most of the other papers are either rather too specialized for the intended audience or too insubstantial to justify translation. Although it is certainly an important and worthwhile project to support the development of Spanish as a major language of social scientific research, it is questionable whether a collection of this type serves that goal well, let alone cost-effectively. Nevertheless, as a reference book in libraries it may have a certain limited function for unilingual Spanish readers with an interest in one or more of the topics covered.

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