

read.

I am sure that Dr. Wake's espousal of virginity and other "old fashioned" virtues will be met with disdain by many who consider themselves to be modern and alive to the meanings of the "new morality." However, I do feel that there will be a much

larger group of both teachers and parents who will welcome this challenging statement of a traditional North American approach to sex behaviour. Both groups will find these records to be of considerable value in their work with teen-agers.

Howard A. Stutt

Howard Adams. *The Education of Canadians 1800-1867: The Roots of Separatism*. Montreal: Harvest House, 1968. xiii, 146 pp. \$5.95.

An element of mystery shrouds Dr. Adam's aim, and this mystery is not dispelled until the final chapter. Up to that point there is no reference to *separatism* in its contemporary context. In fact this book is an interesting account of the development of education in Upper and Lower Canada from the beginning of the nineteenth century until Confederation, with special emphasis on *Separate Schools*. Were there not Canadians elsewhere in Canada at this time?

There is nothing startlingly new in Adam's thesis that separatism as a political force is a direct outcome of our dual system of education based on religious and language divisions. What is of interest is his attack on Ryerson whom he not only charges with "deliberately advocating and promoting a com-

mon school system in the principle of separate education — Protestant and Catholic" (p. 56), but with championing an aristocratic education (p. 54) and deliberately fostering British colonialism by adopting Irish textbooks (pp. 58-59). These charges are scarcely compatible with Ryerson's attempt's to democratize the grammar schools; with his curriculum proposals for the common schools; with his consistent demands for *free secular schools* and with his acknowledged indebtedness to Horace Mann. Doubtless the real Ryerson lies somewhere between the eulogies of Hodgins and Putman on the one hand, and the scurrilous attacks of George Brown and Bishop Strachan on the other. He laid no claim to being an original thinker or an educational theorist, but he did demonstrate proven ability as an

administrator and public relations officer in the face of countless difficulties.

Professor Adam's work is rich in quotations from primary and secondary sources, not all of them helpful as, for example, his reference to Superintendent

Miellieur's [*sic*], *Annual Report of 1835* (p. 126) when, in fact, Meilleur was not appointed superintendent until 1842. It is, moreover, surprising that no reference is made to Mondelet in any part of the book.

J. K. Jobling

Ernest G. Mardon, Ph.D., compiler. *Guide to English Studies 1968*. Lethbridge, Alberta: University of Lethbridge, 1968. 172 pp. + Appendices.

"The study of English literature and language in Canadian universities and degree-granting colleges is the subject of this guide" (p. 1). Dr. Mardon's survey is based on data collected from the chairmen of English departments and from the calendars of the forty-five institutions covered.

The universities are grouped by regions: twelve from the four Western provinces, sixteen from Ontario, six from Quebec and eleven (the Preface says twelve) from the Maritimes. The listing of staff and courses in each case is preceded by a brief introductory paragraph of general information. An eight-page Preface by the compiler contains a summary and some interpretation of the contents.

English teachers would probably be among the first to note that this Preface unfortunately

suffers from careless proofreading: "occasionally" on the first page; "The result is that English departments have a twofold function on Canadian campuses. First, it is a service department . . ." (p. 3); and later, on the same page, "The additional staff in numbers will equal to the present staff"; "There are approximately 1,600 candidates registered for advanced degrees in English registered at the present time" (p. 7); "Information regarding scholarly researches by faculty members are usually included . . ." (p. 8); and in the next paragraph, "Mere numbers of books on a shelf is no indication of the quality . . ."

But far more disquieting than these minor editorial oversights are the assumptions of the Preface as a whole. Although, according to its first sentence, language is admittedly, along with