

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

literature, the subject of the guide, Dr. Mardon does not hesitate to point out, two pages later, that the "right function" of an English department is "studying the literature of the English-speaking nations [*sic*] from Anglo-Saxon times to the present." One can only deduce from this that U.B.C.'s graduate course, "Studies in the History and Structure of the Language," is somehow peripheral; or that Simon Fraser's "Studies in Languages," at both undergraduate and graduate levels, is perhaps remedial. In the light of this "right function," even that popular old-timer, "History of the Language," seems to fall into disrepute. Courses in Linguistics (McMaster, Queens, Western Ontario, University of Montreal, Memorial University — and now, with Gleason's advent, Toronto as well) are obviously beyond the pale. One wonders what the fiat would be on "Communications," or the efforts of that devil's advocate, listed in the Appendix simply as "H. M. McLuhan."

Apropos of "new and significant programs in English" (p. 1), which are purportedly included but have been omitted from the *Guide*, is that at Marianopolis College, Montreal. Since 1965, Marianopolis has offered a B.A. in English with concentration in Applied Linguistics

(Teaching English as a Second Language). This program embraces courses in "Introduction to General Linguistics, "Area Studies" (Anglophone and Francophone), "World Literature" (non-European, with emphasis on Asian and African — in English and in English translation), "Descriptive Linguistics," "Contrastive Analysis" (French and English), "Language and Culture," "History of the Language" and "Applied Linguistics (methods and materials)". This program, initiated in response to the widespread interest in bilingualism and the special needs of Quebec, has already produced two graduating classes.

Loyola College, Montreal, with its new department of Linguistics and its long established English department (thirty-five staff members and some 165 courses) has likewise been overlooked, while colleges with as little as five English Department staff members and nine courses are included. The English department of the Royal Military College at Kingston is reported on, curiously enough, while that of the Collège militaire royal de St-Jean is not mentioned. Consequently the names of the numerous Ph.D.s in English attached to these institutions do not appear in the Appendix listing.

However, in spite of these shortcomings (some of the omissions may be a result of the peculiar university structuring in Quebec), the information contained in the *Guide to English*

Studies 1968 is, indeed, useful and we hope that a yearly supplement (with addenda) may be forthcoming so that we may all be aware of trends in the field.

William F. Mackey. *Bilingualism as a World Problem*. Montreal: Harvest House, 1967.

According to the dust-jacket announcement, this small but important volume, published in both French and English (57 pp. of English text and 62 pp. of French), contains two lectures delivered at McGill University in March 1966, under the auspices of the French Canada Studies Program. The Preface has been written by Vice-Principal Michael Oliver.

In the first lecture (chapter), "The Incidence of Bilingualism," Professor Mackey, who is the Director of the International Center of Research on Bilingualism at Laval University and a recognized authority in the field, gives an overview of the "problem" of bilingualism as it "affects the majority of the world's population." To do this, he isolates four factors which make bilingualism universal and then treats each in several paragraphs chuck-full of valuable insights, supported by tidbits of arresting information, such as "more than 70 per cent of the world's population uses less than 12 per cent

of the world's languages" or "only six countries account for almost a third of the 400,000 or so books which appear annually."

In the second lecture, the author examines the "Causes and Consequences of Bilingualism" in relation to certain variations in the dimensions of the subject which he considers under three heads: distribution, stability, and function. It is under the last heading, "function," that Professor Mackey points up the importance of education as a reason for the dominance of a language. "By deciding what goes on in the schools, it is possible to increase the dominance of one of the languages" (p. 43). Later (p. 54), after reviewing some of the advantages and disadvantages claimed for bilingualism, he concludes, "If bilingualism is inevitable, a country's policy must be to minimize the disadvantages of bilingualism." He does not say, however, whether or not Canada is following this policy.

In the opinion of this reviewer, these 57 pages (which include a selected bibliography) constitute the best introduction to the subject of bilingualism presently available in print —

even better than Professor Mackey's own excellent and definitive article in the *Encyclopaedia Britannica* (1960, III, 562).

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David G. Scanlon/ James J. Shields, Jr./editors. *Problems and Prospects in International Education*. New York: Teachers College Press, 1968. 399 pp. \$U.S. 12.50.

It is a pleasure to preview a book which will almost certainly become a standard text in its field. Without doubt, *Problems and Prospects in International Education* will appear on reading lists in colleges and universities all over North America. It is a series of readings which examines many of the basic assumptions, issues, and complexities of education in international context. It builds on Prof. Scanlon's earlier work, *International Education: A Documentary History* and it complements other collections such as Hanson and Brembeck's *Education and the Development of Nations*.

The editors of this work, Dr. David Scanlon, Professor of International Education and Director of the Center for Education in Africa at Teachers College, Columbia University, and Dr. James Shields, Assistant Professor in the Department of Social and Psychological Foundations of Education at City College, N.Y., have focused on the con-

temporary. Their introduction discusses the scope and purpose of International Education which they define, rather precisely, as "The study and practice of various types of educational relations across national boundaries" (p. xii). They have divided the material into six sections: "Education, Technical Assistance, and Development;" "The Economic and Political Aspects of Education and Development;" "Technical Assistance — The Problem of Transfer;" "Cultural Relations and Education;" "Exchange of Persons — The Promise and the Reality;" and "The Response of the United States — The New International Education Program." They have selected three to seven readings for each of these sections and their authors range from the nameless writers of government reports to well-known educators like Margaret Mead, Adam Curle, and Philip H. Coombs. They conclude their work with an extensive biblio-