

Lillian M. Logan and Gerald T. Rimmington. **SOCIAL STUDIES — A CREATIVE DIRECTION.** Toronto: McGraw-Hill of Canada, 1969, 304 pp.

In this text, the authors attempt to outline "a framework for helping prospective teachers and teachers-in-service to provide youth with the tools, values, and content which will give them an understanding of the nature of the world in which they live, and to enable them to develop those competencies required for effective citizenship in a world of shrinking boundaries and multiplying population." As Neil Sutherland pointed out in this *Journal* a year ago,* such objectives seem to have been designed to make teachers and especially beginning teachers feel completely inadequate no matter how hard they work! Indeed, this book calls for the Social Studies teacher to have considerable expertise in oral language skills, a firm foundation of content knowledge and to have "experienced and found himself stimulated by life in far away places among people different from himself" (p. 153). One wonders how realistic this is.

The book provides an overview of the theories, models and varied practices in the Social Studies as derived primarily from U.S. sources; although there is no mention of Fenton's *The New Social Studies*, perhaps the most important work in the field. The examples are in the main restricted to the field of Geography and are derived chiefly from British sources. This reviewer was disappointed that the authors (both at Brandon University, Manitoba)

had evidently not taken note of Canadian materials such as Ginn's series *Canadian Sample Studies*, Blair and Simpson's *The Canadian Landscape*, Winter's *Urban Landscapes* — to name a few.

The authors urge teachers to adopt the "Unit" approach, but some of the units reproduced here are particularly unfortunate. The Grade 8 unit ("Teenagers — Yesterday, Today and Tomorrow") includes sections on "Hairstyles, Make-up and Accessories" which can only reinforce those critics who question the validity of Social Studies as an academic discipline worthy of inclusion in the school curriculum. One could seriously question the intellectual honesty of the Grade 1 "Easter" unit and one is appalled that the unit on "Japan" contains so many misleading and inaccurate statements. One would also question the section on "Child Development" (5-13 years) on the ground that a brief acquaintance like this can do more harm than good.

The author combination of Language Arts specialist and Geographer does not really gel, although there are some interesting insights into how Drama, Music, Reporting and Discussion skills could be used in the Social Studies curriculum.

It is a pity that the brown ink and yellow pages (sic) used for this publication have the effect of blurring the photographs into Victorian-type, sepia snapshots.

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* Vol. III No. 2, "The 'New' Social Studies and Teacher Education."