

record the results of this observation. His earlier work was centred primarily on fifth grade children, but here attention is focused equally on pre-schoolers, and he has come to the same conclusions about teaching and learning. He reveals through his own attempts to achieve "results" with children how easy it is to fall into the instruction trap: to have a specific goal in mind, "to think we know the best way to get there; but the child knows and will tell us if we but let him."

Allan Fromme, who wrote the introduction to *How Children Fail*, made the statement, "We cannot legislate sensitivity into existence . . . only by specific, concrete examples can we encourage teachers to learn to see their pupils, not their subject matter" (p. x). This is the service that John Holt renders — he helps us to *see* children, and hopefully, to continue to question some of our practices which impede, rather than aid the learning process.

Ruth M. Duncan

The Scottish Council for Research in Education. *The Scottish Standardisation of WISC*. London: University of London Press, 1967. 72 pp. \$2.30.

We are rapidly getting used to the idea that large scale, worthwhile research in education is very expensive, but for many years the Scottish Council for Research in Education has been showing that in certain circumstances this is not necessarily so. This little book describes a piece of work carried out with a high degree of sophistication by competent researchers and with very little cost for professional labour.

For some time the Wechsler Intelligence Scale for Children has been widely used in Scotland both as a clinical tool and for the assessment of general intelligence. For this latter purpose, however, some anxiety has been

felt over the adequacy of the American norms, so that the Council was urged to undertake a Scottish standardisation. This it did through a committee consisting of university and college of education teachers, practicing psychologists, the Director of the Council and one Research Officer.

With the encouragement of its author, the WISC was administered to a one-day sample of the total population of Scottish school children between the ages of five and twelve years. This comprised about 200 children per age group and some 2000 in all. Testers were all volunteers. They were mainly educational psy-

chologists working for local education authorities, supplemented by university and college of education teachers and by a number of students who were given special training and experience and were drafted to areas where there were insufficient qualified testers. Such is the status of the Council and relationship between it and educational practitioners in Scotland, that there was complete cooperation, not only from directors of education and heads of schools in the public section, but also from the grant-aided and independent schools.

The main finding of the enquiry is that Scottish norms are not, in general, substantially different from American ones. There are small differences in individual sub-tests which may reflect cultural differences or differences in teaching method:

Scottish children are, for example, superior at arithmetic, American at object assembly, but these differences tend to disappear at about twelve years. The findings are in line with those of Kennedy Fraser's Scottish standardisation of the Terman-Merrill revision of the Stanford-Binet Test in 1945 and will give no comfort to extreme environmentalists who might have predicted considerable discrepancies between the norms in the two countries.

The Scottish Council for Research is to be congratulated on this publication, but one cannot help wondering whether it was shortage of funds which caused the gap of five years between completion of the testing and publication of the Report. If it was, this is a great pity.

L. B. Birch

K. A. MacKirdy, J. S. Moir and Y. F. Zoltvany. *Changing Perspectives In Canadian History*. Don Mills, Ontario: J. M. Dent & Sons (Canada) Ltd., 1967. 373 pp. \$3.85.

This collection of twenty-one study units, ranging from the nature of freedom in New France to the Quiet Revolution, is designed to supplement, rather than replace, a basic text. The number of units is arranged to provide one per week during the average academic year. Each unit identifies problems and

presents the student with evidence from primary sources to substantiate conflicting judgments of past historians. The selection of problems, based on historical importance, the editors' personal areas of interest and research, and current relevance, is generally satisfactory. A select bibliographical note at