

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.

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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

the conclusion of each unit adds to the value of this book for the student and teacher of Canadian history.

Y. F. Zoltvany's preparation of the first four problems on New France sets a standard of excellence difficult to match. His capacity for clear exposition and careful selection is further demonstrated in his presentation of two units in the post-Confederation era. The contrasting responses to "The Struggle for La Survivance" are expressed through the thoughts and writings of H. Mercier, J.-P. Tardivel, and H. Bourassa. The responses of these three men in turn are placed against those of two contemporary "chers ennemis," Michael Brunet and Pierre Elliot Trudeau. Professor Zoltvany's rational approach to Duplessis and the formation of L'Union Nationale gives a needed historical perspective to the "Quiet Revolution." A passage from the program of L'Action Liberale Nationale suggests that the economic aspirations of the revolution pre-date 1960 considerably. A comparison of the writings of St. Denys Garneau and Pierre Elliot Trudeau underlines the admirable humanist element in the revolution.

J. S. Moir's success in the difficult task of selecting and presenting problems during the

British regime common to the various British North American colonies results in a well-documented clash of opinion far from dull. Unfortunately we have to wait until the post-Confederation era to benefit from Professor Moir's valuable knowledge and research of the relationship between church and state, a subject deserving attention in the pre-Confederation period as well. Mention of the peculiar New Brunswick experience may have added depth to the unit on "Responsible Government."

Perhaps the paucity of Canadian historiography in the post-Confederation era accounts for K. A. MacKirdy's failure to maintain the standard set by Professors Zoltvany and Moir. However, neither Confederation nor the National Policy have suffered a dearth of scholarship or failed to generate debate and diversity of opinion. Professor MacKirdy's failure to consider seriously R. Craig Brown's challenging thesis on the National Policy detracts from the value of this unit. The author's narrative of that rather tiresome story of "Colony to Kingdom" adds little to our understanding, nor does it bring any new perspective. Finally, Professor MacKirdy's treatment of sectional conflict in the inter-war period leaves much to be desired. His failure to see

this period as one of general revolt, social and moral, as well as economic and political, rebellion in the centre (Quebec: L'Action Française and L'Union Nationale; Ontario: United Farmers of Ontario and Hepburn's Liberals) as well as in the extremities,

ignores the complexity of this era. In short, Professor MacKirdy's work gives this otherwise excellent collection an unfortunate and undeserving weakness.

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James J. Shields, Jr. *Education in Community Development — Its Function In Technical Assistance.* New York: Frederick A. Praeger, Inc., 1967. 150 pp. \$10.

Education in Community Development is one of the Praeger Special Studies, a series of specialized research monographs on U.S. and international affairs. The purpose of this particular volume is "to analyze the philosophy, the functions, and the operations of the United States technical assistance activities in the field of community development in order to discover the role education plays in intergovernmental programs in community development" (p. 114). In compiling the work, the author, who is Assistant Professor at the City College of the University of New York, has drawn upon his doctoral research studies, including a vast literature on international development, U.S. government reports and departmental files, as well as his own experience in East Africa during 1961-62. His competent treatment of this comprehensive data

helps bring much-needed order to a burgeoning field of educational endeavour.

The first part of the book gives some historical background to U.S. aid programs and deals with their overseas staff; the second half includes an analysis of community development as an educational process, a description of the training programs, and a discussion of the educational aspects of advisory assistance. A touchstone for the first part is the "Guidelines" developed by the International Cooperation Agency in 1956 which established the U.S. approach to community development. "The 'Guidelines' contain in one form or another the principles of national support, the training of community development workers, the self-help concept, and the commitment to democratic values and processes" (p. 13). The basis for the second part of this