

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

work is the broad approach to education which is defined not as schooling but as "the transference of skills, knowledge, and attitudes." Dr. Shields writes:

In most developing countries, there are vast areas where schools do not exist, or if they do exist, they are totally inadequate. The important question in these areas is not how to relate the school to community development, but rather how the educational process can be set in motion without benefit of a school. A distinction between the meaning of education and schooling has to be made before the problem this latter question presents can be solved (p. 55).

Underlying the whole work is

the premise that human development is the important thing, and that when people develop, other forms of social improvement follow.

Though it does not attempt to evaluate the U.S. efforts in community development, this book provides a neat summary of both ideals and programs and should prove useful to Canadian authorities engaged in overseas educational aid. It might have had appeal for wider audiences if it had had the benefit of more perceptive editing — doctoral studies, even in hard covers, rarely make for elegant prose.

Margaret Gillett

James A. Smith. *Creative Teaching of the Language Arts in the Elementary School*. Boston: Allyn and Bacon, 1964. 304 pp., paper.

Iris M. Tiedt and Sidney W. Tiedt. *Contemporary English in the Elementary School*. Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1967. 376 pp. \$US 7.50.

Lillian M. Logan and Virgil G. Logan. *A Dynamic Approach to Language Arts*. Toronto: McGraw-Hill Company of Canada, 1967. 551 pp.

One salutary aspect of the McLuhanizing of North America is that it has brought into clear focus all the communication arts, and has provoked a fresh concept of their interrelatedness — an emphasis which was conspicuously absent during the long years of a subject oriented

curriculum.

In the three books under review, there is a heartening integration of the language arts, a perception of the totality necessary to produce the creativity which is the central aim of all the authors — that is, the need "to develop divergency of think-