

Canadian education has, to some extent, been overtaken by time. Thus the Quebecer misses any reference to the new and uniquely Quebec term **collège d'enseignement général et professionnel** and, more than two years after the establishment of the first French-language CEGEP, finds the following prognostication dated:

If the recommendations of the Parent Commission on education are adopted then the French pattern of education centring in the classical colleges will be altered entirely in favour of a system more nearly akin to the English language pattern. (p. 91)

It is obvious that the inevitable delays between manuscript and published book can have serious effects on educational texts. Nevertheless, **Society, Schools and Progress in Can-**

ada fills an important gap in Canadian educational writing. There was without question a need for a brief but comprehensive account of Canadian education and society, a need unsatisfied by other recent works such as F. Henry Johnson's **A Brief History of Canadian Education** (McGraw-Hill, 1968) and Anand Malik's **Social Foundations of Canadian Education** (Prentice-Hall, 1969). Dr. Katz has grappled with the enormous difficulties of compressing into less than 150 pages the complexities of Canada's historical background, the variety of educational systems in this country, the issues of language, religion, provincial/federal relations. His book will be read with great interest in Canada and abroad.

Margaret Gillett

J. Stuart Maclure. CURRICULUM INNOVATION IN PRACTICE — Canada, England and Wales, United States. London: Her Majesty's Stationery Office, 1968, 95 pp. 5/- (Available HMSO Publications, British High Commission, Elgin St., Ottawa — \$1.00).

Despite the current plethora of educational conferences, there are few one would not gladly miss. An exception seems to be the meeting on Curriculum Innovation held at Oxford in September, 1967 — or perhaps the best part of it is Stuart Maclure's report. The conference was sponsored jointly by the Schools Council, London, and the Ontario Institute for Studies in Education, Toronto, in co-operation with the Center for the Study of Instruction of the National Education Association, Washington, D.C. It was attended by some 190 Canadian, American, and British educators as well as twenty-five observers, mainly from Commonwealth countries.

Maclure begins his report with some insightful commentary:

"Most international conferences are infuriating as well as illuminating. The measure of their value is to be found in the balance between irritation and insight."

Whether the Oxford gathering itself was infuriating or illuminating, Maclure's account of it makes lively reading, not only for the curriculum expert but also, and especially, for the comparative educator. The observed differences in the approaches and values of the English, American, and Canadian participants are intriguing:

"The English — with important individual exceptions — were impatient of theory and intensely pragmatic in their approach. They doubted the value of wasting much time discussing the aims of education. As one very distinguished English member of the conference put it in an aside over coffee: 'I've always thought that to define the aims of education in general terms is more or less meaningless; to do it more precisely is down-right dangerous...'

"The Americans, however, included among their number distinguished professors of education who had grown up in a tradition in which it was respectable and important to discuss curricular matters in theoretical terms. They came armed with a language in which to do it. They were ready and eager to conceptualize where the English were

only prepared to follow their noses. With the Canadians nearer to the Americans in many ways, but more firmly anchored to administrative considerations, the culture clash was complete...'" (pp. 3-4).

Curriculum Innovation in Practice is presented with a nicely balanced quota of direct quotations from the eminent participants (e.g. Dr. John Goodlad — U.S., Sir Alex Clegg — England, Dr. J. R. McCarthy — Canada) and the editor's urbane continuity. In addition to dealing with purely curricular concerns, it opens for discussion a number of vital issues — the nature of educational change, the autonomy of the teacher, improvement of methods, educational aims, international cooperation. In short, this is a stimulating little document which easily qualifies as recommended reading.



A. Frederick Deverell. CANADIAN BIBLIOGRAPHY OF READING AND LITERATURE INSTRUCTION — (ENGLISH) 1760 to 1959. Toronto: Copp Clark, 1963, 241 pp.

..... CANADIAN BIBLIOGRAPHY OF READING AND LITERATURE INSTRUCTION — (ENGLISH) 1960 to 1965. Toronto: Copp Clark, 1968, 158 pp.

These works might well be called the "sleepers" of Canadian educational bibliography. They do the expected — that is, they provide detailed listings of theses, documents, reports, studies, essays, and books on numerous aspects of reading. Areas include "Achievement," "Difficulties," "Methods," "History of Reading," "Remedial Reading," "Testing," "Psychology of Reading," "Libraries," "Book Reviews." Most of these are

divided into sub-categories and many of the entries are annotated. But Professor Deverell's concept of reading is remarkably catholic and extends to the philosophy of reading, so that these bibliographies are in fact extremely useful reference works for Canadian education as a whole. Another helpful feature is a list of general sources and of Canadian educational periodicals.

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