

to accompanying developments in Great Britain. Nor was Canadian education between the wars primarily a reflection of what happened in Alberta.

In all, *Canadian Education: A History* fills an obvious void, but with admitted difficulties.

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John E. Coons, William H. Clune, III, Stephen D. Sugarman.

**PRIVATE WEALTH  
AND PUBLIC EDUCATION.**  
Cambridge, Mass.; Harvard  
University Press, 1970.  
462pp. \$12.50.

How can public education be financed adequately and equitably? The authors, who are well versed in the economic and legal complexities of this perennial problem, are convinced that private wealth should not and need not determine the quality of America's schools. Instead they propose the power-

equalizing principle. In other words, within each of the fifty states, a system of financing should be established which would result in the local community's choice or effort being the sole determinants of its educational expenditure, regardless of its particular wealth.

Coons, Clune, and Sugarman convincingly demonstrate the necessity and efficacy of their plan. If implemented, their scheme would result in a unique combining of private choice and local initiative or "subsidiarity" on the one hand and "equality of educational opportunity" on the other. Their argument that the establishment of these principles would emanate from the courts is somewhat less convincing and no doubt reflects a natural predilection of lawyers for a predominantly legalistic reform strategy.

My disagreement with the authors' tactics is not intended to detract from the overall merits of the work. This is a potentially significant book, and it deserves to be read by all of those with an interest in the problems and prospects of American education.

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