

list of rules for the present classroom "language game." The constraints placed upon the pupils by the unspoken rules of the game considerably limit their ability to think. My most vivid memory of elementary school is the shock felt upon the realization that deviation from the teacher's line of thought could be considered a heinous sin. Called upon to state what early man used as his first tool, I found that the answer "flint" was firmly rejected for the textbook's "stone." On that memorable day, the "language game" began in earnest. Rosen points out that language, or speech, is a most important element in the classroom. The child must be able to vocalize his sentiments, and the teacher would do far better as an adult voice and listener instead of as a dictator. He can then evaluate his student's ability as a learner; and the benefit of an audience of peers and the opportunity to express himself fully, reward his student with a better grasp of language as a learning tool.

Susan Vadivil  
McGill University

J. Gilchrist &  
W. J. Murray.

**THE PRESS IN THE  
FRENCH REVOLUTION.**

Melbourne: Cheshire, 1971.  
334 pp. \$8.50.

This book covers the period 1789 to 1794, and perhaps *The Press on . . .* rather than *The Press in the French Revolution* would have been a more accurate title. To the exclusion of all other news it deals with just that, the French Revolution. Matter of title aside, the handling of the material is both systematic and interesting for the period chosen.

The introduction is rather heavy with detail and possibly necessarily

so for the subject, but it is neither brief enough for the subsequent content nor long enough for the French press in general. However, this is a minor matter once one gets into the various parts of the book which cover the year 1789, the Church, the Monarchy, the People, War, Ideals, and the Terror. Particular enjoyment can be gained from contrasting the extremes of political left and right, literary styles and techniques, lofty objectivity and downright personal abuse, and long and short term aims which impress and depress one with their purity or pointless savagery.

If one's sole desire is simply to learn more about the French Revolution, then this is probably not the book to consult, but it is excellent in the manner that it demonstrates how a free press operated at a given time in history and how it handled such events. The selection of these extracts must have been a monumental task as over five hundred different "newspapers" of greater or lesser length of publication appeared between 1789 and 1794, nor is anything lost in the translation from French into English. Marat, Robespierre and Hébert (or Père Duchêsne as he calls himself) flit across the pages and events in most life-like form, probably because they wrote most but also because they had more to say. Other writers had less to say, but this does not detract from the selection methods used which favour the pro-revolutionary more than the anti-revolutionary or moderate evolutionary writers. The extent to which the pro-revolutionaries disagree among themselves in their writings and actions debunks the "massive monolithism" usually associated with revolutionaries. The fewer anti-revolutionary extracts do the same for the "Establishment."

The authors, J. Gilchrist and W. J. Murray, chose to end in 1794 on the grounds that after that date the press degenerated rapidly to the stage of simply echoing the various Jacobin clubs that arose to

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advocate support for the patriotic war, and the policy of the lowest common denominator as the social norm. Members of both the present day press and public would do well to read this publication.

A. K. Maconochie  
McGill University

Susan N. Cummings.

### COMMUNICATION FOR EDUCATION.

Toronto: Intext, 1971.  
235 pp. \$3.25.

This is not a conventional book, therefore it cannot be fairly reviewed as one. In fact, reading it from cover to cover clearly does it a disservice.

Susan Cummings collected topics from psychology, group work, and education. Such topics include the nature of language, societal goals in education, creativity, and perceptual processes. She presents each with introductory questions, brief summaries (5 to 10 pages) of expert opinions, and follow-up projects. Each of the fifteen chapters is an independent unit. They are intended to help the reader learn about communication processes in education.

*More precisely this manuscript has been written for the purpose of facilitating communication, particularly oral communication, and, more specifically, discussion. The discussion process plays an important part in our educational system at all levels, and, with the recognition of the value of the small group as a tool in learning, the need arises for a specific structure or frame of reference from which to proceed. This text is an examination of elements involved in making communication both successful and satisfying.*

(Preface, p. iii)

The idea is, apparently, that you actually do the discussing. Conclusions are not found in the chapters. This is a very clever idea —

my first objection is that I did not realize it until I got to the end, though one unadorned sentence could have been a clue: "Our frame of reference will be the method of inquiry used in the text." (pp. 6-7)

The book has several merits. First, the attempt to use the book format in the novel manner just described. It will have to be used as intended before this can be properly evaluated. The book is also very easy to read, and the well annotated list of supplementary readings (pp. 203-217) is a useful source on communications in education. The *Epilogue* offers a good checklist on how to run discussion groups, including suitable references to teacher education. Two concepts particularly well treated are how one's realization of ignorance grows with increased knowledge (p. 26) and that a verbal description is not reality, that it can be many levels away from reality, yet very closely tied to it by learning (especially pp. 87 and 107).

No overall judgement can be offered on the specific subject content of the chapters. Issues are treated from several perspectives, but the severe space limitations prevent extensive development. Anyone with more than the most elementary knowledge of experimental psychology, group processes, and educational foundations will be familiar with it. The material is intended for teacher trainees and other students, and it might be at an appropriate level. The author does report previous successful use.

Cummings suggests that discussions are not based on agreement but on inquiry, doubts, and disagreements (p. 39). Here are mine.

First, is communication synonymous with discussion? Not even the supplementary reading list mentions Bales or Flanders, or research on student learning in small groups. The title might be too broad. It certainly prompts a reader to expect to find a strong argument that the discussion process can serve educational goals