

D. E. Hawkins and
D. A. Vinton.
**THE ENVIRONMENTAL
CLASSROOM.**
Toronto:
Prentice-Hall, 1973.
374 pp. \$9.50.

The Environmental Classroom is really two books in one. The first section, of approximately 140 pages, contains Hawkins' and Vinton's views on today's educational problems. The second part, about 200 pages, is a potpourri of articles, photographs, government pronouncements, cartoons, and book excerpts that reinforce the authors' position.

Hawkins and Vinton maintain that contemporary North American society is in the midst of several serious crises. The environmental crisis, however, is the most serious simply because unsatisfactory solutions will result in mankind's demise. The authors see education (but definitely not the "education" of the educational system which exists today) as the only possible hope for civilization.

Education must incorporate environmental issues not as separate disciplines or subjects, but as an integral part of a total commitment to human survival. Environmental education, then, must deal with mankind in a truly multidisciplinary, realistic way.

If we conceive of the environment as the total world in which man lives, and if we therefore conceive of all education as being environmental education . . . , then the environmental classroom becomes not just another panacea applied to an unworkable and anachronistic curriculum structure, but a new conception of the purposes and methods of education. (p. 21)

The authors support their holistic view by citing numerous examples of environmental programs presently in existence and the latter section of the book adds rein-

forcement. There, over forty writers demand that we examine our present, inadequate programs and think realistically of alternatives. This second section goes a long way toward making *The Environmental Classroom* an interesting, relevant, and practical book. Hawkins and Vinton have brought a serious problem down to the only level where meaningful action will happen — the classroom.

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Tory I. Westermark and
Bryan S. Gooch, eds.
POETRY IS FOR PEOPLE.
Toronto: Macmillan, 1973.

Richard Woollatt and
Raymond Souster, eds.
SIGHTS AND SOUNDS.
Toronto: Macmillan, 1973.

Brian S. Powell.
MAKING POETRY.
Toronto:
Collier Macmillan, 1973.
180 pp. \$3.00 (\$5.95 cloth).

There have been numerous recent attempts to "blow the dust off" poetry and make it exciting and meaningful — well, at least mildly interesting. Most of this fervent activity is generated on behalf of the secondary school student who is not exactly enamored of the subject. "It's neither interesting nor relevant," they say; and so, teachers, aided by publishing companies, have attempted to make it relevant.

What sometimes happens in this rush to gain favor with the "turned off" student is that the craft of writing is ignored. Pop songs and cryptic verses of 20th Century entertainment gurus, most of them questionable in diction, imagery and rhythm, are brought into high school literature classes to entertain the "with it" generation. It is no great surprise that the results of these doses of "relevancy" yield minimal return in terms of interest or ability on the part of students. Students need