

better understanding of music and to develop a more sensitive response to musical works through playing, composing, and listening. This book should be attempted only at the college level and only if the student has been thoroughly versed in the comprehensive musicianship approach.

There will be follow-up books in the series as more research is done, and it will be interesting to see these as they become available. Personally, we would like to see the musical growth and development of a class that has been fortunate enough to go through the entire program. However, because this program employs a spiral approach and because in Quebec little time is allowed for music in elementary grades and there are few music specialists, it would be of use in this Province only as supplementary material providing music educators with many new ideas that are not part of any series currently in our schools.

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T. Morrison and A. Burton, eds.
OPTIONS: REFORMS AND
ALTERNATIVES FOR
CANADIAN EDUCATION.
Toronto:
Holt, Rinehart and Winston, 1973.
425 pp. \$7.25.

There is a long and honorable tradition of Foundations supporting conferences which have had excellent, publishable results. There have been some notable attempts of book publishers to arrange, or support, similar meetings with publication seen as a more distant result. The present financial support of a publishing house for two mid-west educators to travel across Canada, marked a great step forward. The pity is that they did not receive their due reward in publishable material.

As the editors note in their introduction, surprisingly few books

have been written about education in Canada. Editors of books have little chance to exchange ideas at first hand; a great deal of atomized and sectarian activity inevitably results. The editors broke with tradition, too, for although some of the articles are reprinted from other sources, the majority were written specifically for this book; the contributors, during (or after) one confused and invigorating discussion in Montreal (where all discussions are confused or invigorating, or both) were invited to participate in shaping the book. As a result we have a confused, pedestrian book full of sociological clichés, little related to Canada, its options or reforms. There are few good papers, several competent ones that say nothing new, and the better ones have been published before. It is true that the two longest papers in the book deal with Canada and reform; these are the papers by Henchey, previously published in this *Journal*, and Lyson, both dealing entirely with the Quebec scene. There is nothing comparable for any other province. Even those directed to, say, Manitoba do little more than donate a couple of sentences to provincial affairs. Some on Toronto (as representative of Ontario?) may give a few paragraphs, seldom more.

As we would expect there are competent papers from Katz, and Crittenden, but not in a real Canadian context, and from Illich and Reimer which are even more remote from the Canadian scene. There is Canadian content from Tomkins, in a paper also published elsewhere, which begins in a documented, scholarly-historical fashion to examine the possible bases of Canadian nationalism. After beginning to look possibly controversial it veers away and ends by becoming a current-status report of the Canada-Studies Foundation. For my money, the article by Carney, a historian, is the most entertaining, stimulating, voluble contribution, written with exuberance out of much popular, topical reading. It would be most interesting to determine whether the ideas

Reviews

expressed are truly seminal or merely glib.

On the whole, over four hundred and twenty pages are too many to read for such small returns, nearly four hundred too many, in fact.

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Stephen N. Judy.
**EXPLORATIONS IN THE
TEACHING OF SECONDARY
ENGLISH.**

New York:
Dodd, Mead & Company, 1974.
273 pp. \$6.95.

I always approach "methods" books skeptically. "What can a methods book do for an experienced teacher who is still teaching (not sitting in an office writing books) and who has taught in different cities, in different socio-economic areas, and in different types of schools from the most traditional to the most free?" I was surprised at this one. Not only was I writing "Yes" and "True" in the margins instead of my usual cryptic notes, but I was actually using the suggestions in my own classes.

Judy makes two points in his prefatory remarks: 1. the book is designed for those who want to find their own method; 2. the book is a starting point for experimentation, not a program. He states that the only "truly effective method must evolve from within." (p. x) Although this appears to be a truism and obvious, how often does the method grow from within and how often is method imposed? Most often the latter is true.

Judy's book is so important because it gives alternatives; it is a starting point for experimentation. He is not trying to sell one product but rather has produced a consumers' guide. It is up to the teacher to experiment and find out what is right for his school and himself. First of all the teacher must think. At the end of Chapter One Judy includes a series of controversial statements about the

teaching of English. He instructs his readers:

As a form of a pre-test, write down your own reactions to each of these statements... Save your notes and use them as a bookmark. When you have finished working through EXPLORATIONS IN THE TEACHING OF SECONDARY ENGLISH, come back and take this test again to see if and how your own thoughts on the teaching of English have changed. (p. 15)

Once the teacher is thinking critically, the students must next be considered. Judy quotes Gary Cavanagh who replaces the question "How can the teacher best teach?" with the question "How can the student best learn?" (p. 149) Having started the process of critical thinking and self evaluation, Judy does not then leave his reader saying "So what do I do now?" but rather provides suggestions, possible answers. If teachers are not satisfied that enough details are included here, reference is made to the source documents and an extensive bibliography is included at the end of the book.

Judy foresees problems of traditional schools and constrictive curriculum but is able to offer a suggestion even in these circumstances, notably "An Experience-Centered Approach in a Traditional Framework". (p. 143) He foresees parental problems, "the society that canonizes reading is equally afraid of print and literate people. The same parents who are withdrawing their support from the schools because of failures to teach basic reading skills are increasingly trying to play the role of censor for the English teacher. . . . The English teacher who tries to get more lively, contemporary literature into his class often does so at the risk of losing his job." (p. 116) Finally he stresses survival, "Working Over The System (Before It Works You Over)." (p. 246) Sometimes it is difficult for a creative, enthusiastic teacher to survive in the face of petty obstructions.