

of conflict and are attracted by the energy of violence, if we are to begin as individuals and nations to resolve conflict and bring about peace, we must understand this essential dilemma. Ms. Stanford and those writers she has included in her *Guide* will help us make a start.

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Francesco Cordasco and  
William W. Brickman, eds.  
**A BIBLIOGRAPHY OF AMERICAN  
EDUCATIONAL HISTORY: AN  
ANNOTATED AND CLASSIFIED  
GUIDE.**  
New York: AMS Press, 1975.  
394 pp. \$25.00.

With the possible exception of proofreaders, who in the groves of academe does not welcome the publication of a new bibliography, and an annotated one to boot? For the modern researcher who must cope with an ever-increasing literature, the annotated bibliography offers double relief. In addition to identifying the principal written sources in an area of study, it describes and assesses them as well.

*A Bibliography of American Educational History* is by its title a specialized work. Containing more than 3,000 entries, of which two-thirds are works published after 1960, it is the most up-to-date bibliography of its kind available. Although books dominate the list of entries, a large number of periodical and other sources is included. Unfortunately the number of unpublished sources listed, especially theses and dissertations, is small.

An attraction of the *Bibliography* is the special sections on contemporary issues in education, from sexism in education to alternative schooling. For example, for those interested in the question of ethnic bias in instructional materials, there are more than sixty sources cited.

For the traditional historian there is a chronological list of sources on American education dating from the colonial experience.

The *Bibliography* is not without flaws, some of which are traceable to the fact that no less than eighteen editors participated in its preparation. As a result the work has an uneven quality, which is reflected in the annotations. Some are little more than limp descriptions, while others are true annotations, combining succinct descriptions with critical evaluations.

Roger Magnuson  
McGill University

Paul Levine.  
**DIVISIONS.**  
Toronto:  
CBC Publications, 1975.  
97 pp. \$2.50.

Shall we go?  
Yes, let's go.  
*They do not move.*

With these Ironic lines, the third and last being a profound stage direction, Samuel Beckett ends the first act of *Waiting for Godot*, in which the two actors have been talking of the uncertainty and futility of all things. For all too many of us the lines come chillingly close to home. We go around deciding not realizing we have not decided.

Having concluded that the major trends of our society are bankrupt — e.g., the consumer mentality that corrupts human relationships and promises to consume us all; the burning of incense before the feet of quantity, blinding us to the quality of our own personal experience; anonymous total institutions, no longer serving the human needs for which they were established, which continue to domineer our lives — we discover that the bankruptcy runs as deep as our own imaginations and our incapacity even to imagine viable alternatives to our