

avantageux d'ajouter un index des matières. Ce dernier refléterait plus justement toute l'étendue des ressources disponibles.

Cet ouvrage s'adresse à la fois au public, aux étudiants et aux spécialistes: bibliothécaires, éducateurs, historiens et scientifiques. Il répond à une demande croissante pour des ouvrages traitant du Canada. La diversité et la multiplicité des sujets traités reflètent l'intérêt et la préoccupation de nos musées non seulement pour la découverte et l'étude de nos origines, de nos richesses naturelles et culturelles, mais aussi leur souci constant de faire connaître notre patrimoine, de le conserver et de le transmettre.

On doit souhaiter que ce "Catalogue des publications" des Musées nationaux connaisse une vaste diffusion; on aimerait le retrouver dans toutes les bibliothèques publiques et le voir utilisé par nos institutions d'enseignement.

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**Christine Cope and Elizabeth Anderson.**  
**SPECIAL UNITS IN ORDINARY SCHOOLS — AN EXPLORATORY  
STUDY OF SPECIAL PROVISIONS FOR DISABLED CHILDREN.**  
London: University of London — Institute of Education, 1977.  
140 pp. £2.95.

The extent to which it is desirable and practicable to teach handicapped children in ordinary rather than in special schools is a matter of current concern. The opinion that the amount and degree of "integration" should be increased has become the popular one, and has been espoused, on notional grounds, by a number of influential bodies. They include the Council for Exceptional Children in the United States, the British Psychological Society, and the Department of Education and Science in the U.K. Unfortunately, educational problems are rarely solved by the use of sound evidence; when such is cited it is usually to support opinions already firmly held, and contrary evidence is conveniently ignored.

There have been a considerable number of studies bearing on the efficacy of integration, or "mainstreaming" as it tends to be called in America. Most are inconclusive, so that the one reviewed here has considerable value because it is probably the first in which a serious attempt has been made to control enough of the known variables to make conclusions credible. The study was confined to groups of physically handicapped children the majority of whom were suffering from cerebral palsy or from spina bifida with hydrocephalus, but its implications clearly apply to other kinds of handicap, especially that of educational sub-normality. Although it deals with a wide age range of children, the most thorough study was with children below the age of eleven. Here two individually matched groups of handicapped

children being taught respectively in special schools and in units in ordinary schools were compared. Matching is never a wholly satisfactory procedure, but in this research it seems to have been exceptionally efficient. The two groups proved to be very similar on such variables as age, I.Q., type and degree of handicap, social class, family size and attendance record.

The findings could probably have been predicted. In attainment in the basic subjects the integrated children did as well as and sometimes better than their peers in special schools. The medical and special physical facilities could be better arranged in special schools, but the integrated children had definite social advantages. Some handicapped children formed stable friendships with children from the ordinary stream, and there were very few signs of anti-social behaviour such as teasing, by regular school children. The handicapped children in ordinary schools also became a little more self-reliant in such activities as washing and dressing.

Studies of the schools themselves showed that mere propinquity is not enough to bring about integration, especially with children of low ability; a great deal of thought has to be given to the needs of the individual children and to the disposition of specialist facilities and persons. It was clear that some of the schools involved in this research lacked adequate consultation and were unsure of what they were expected to do. Even so the conclusion seems to be that for many not too severely handicapped children, integration, to a greater or less degree, can offer social advantages not found in special schools. The next problem, and a much more difficult one, concerns the integration of handicapped adults into society.

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**David Smith (Sr. author), Chris Andrae, Basil Johnston, Ann Mackenzie, E. Alyn Mitchner, Bruce Roald, Jean-Yves Rousseau. Terry Leeder, ed. CANADA: DISCOVERING OUR HERITAGE. Toronto: Ginn and Company, 1977. 294 pp. \$9.75.**

History teaching has come a long way since George Brown's *Building the Canadian Nation* was introduced to Canadian schools. Not only has content itself expanded, moving away from traditional political history to include cultural and economic perspectives, but so in fact has the methodology. From memorization of dates and names, pedagogy has progressed to investigation and hypothesis formation.

*Canada: Discovering our Heritage*, though a textbook aimed at the senior elementary and junior high school grades, is a welcome arrival for any teacher of Canadian studies. McGill's David Smith has orchestrated the participation of authors from practically coast to