

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

coast to produce a text fit for the seventies. The authors have left the straight chronological narrative of Canada's past to previous publications and have chosen instead to approach Canada's complexity by investigating twelve "concerns" that have shaped our past. Each concern, a chapter in itself, uses contemporary examples to illustrate the particular problem before tracing its roots. Readers begin by examining "The Sacred Earth", an introductory chapter honouring Canada's native people and their close relationship to the environment. Recent native land claims are a central issue of the section, with considerable focus on the James Bay agreement with the Cree. Unit Twelve, "Creating a New Nation", explores the initial dilemmas facing Durham and investigates these beginnings to the year 1867. Though it leans heavily on politics, this unit does not hesitate to include certain class animosities prevalent at the time.

More important than the various concerns of study chosen by the authors, however, is the book's "discovery" style. Students are invited to examine maps of battle campaigns and draw their own conclusions; they are led to study photographs of Soviet cities in the far North and draw comparisons; they may read diary accounts of early settlers and consider the social mobility possible during the period. The book includes colourful Indian prints, maps, photographs, and documents, each holding an important place in the scheme of the particular concern, and each tied into an appropriate series of concise questions for consideration.

One problem of teachers today is, or should be, the stereotyping discrimination that is often expressed in texts, whether it involves ethnic minorities, sex-roles, or social class. *Canada: Discovering our Heritage* has been able to walk the tightrope between ignoring these groups and distorting their actual historical importance. A glance through the volume would satisfy the critical examiner; a more detailed reading will delight him. It is clearly refreshing to see photos of Blacks in non-stereotyped roles, such as the one of a young boy on a hockey team. Or to read about Mme. Benoit's clothing and manufacturing firm in 18th century Montreal. One can only hope that a trend has been set which other publishers will follow.

Teachers will be glad to hear that a second volume is in preparation, one which deals more with twentieth century concerns: the influence of the United States, the rise of labor, the spectre of regionalism. If this second text follows the same guidelines of discovery learning and thematic approach, teachers will have a continued opportunity to inject needed spirit into typical Canadian history classes. In addition, the use of these books may prevent those proponents of the "back-to-basics" movement from confusing mindless memorization of historical knowledge with the understanding of what makes history.

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