

Samuel Mitchell.

**INNOVATION AND REFORM:
CONFLICTS WITHIN EDUCATIONAL CHANGE.**

North York, ON: Captus Press, 1990.

219 pp. \$21.00.

Innovation and Reform should be of interest to scholars in educational administration and leadership, curriculum, and teacher development, as well as teachers and administrators concerned with school innovation and reform. In this book, Samuel Mitchell provides eight reasonably well-written chapters that not only review a great deal of literature pertaining to school innovations, but express insightful analyses and conjectures about what it takes to orchestrate **programs and people** in a productive way. The dynamic tensions among "the experts" of innovation and reform, school administrators, teachers, parents, and students themselves are explored in terms of the legal, institutional, and human relationships that make school improvement projects as complex as they are.

Mitchell brings sociological, instructional, historical, and ethical perspectives to bear on his review and analysis of many case studies and dramatized anecdotes in educational reform. Not only are the various "players" in these illustrations taken into careful consideration, but the processes of innovation are examined in light of the conditions that seem to influence its success. The book promises many informative lessons to school reform planners and researchers alike.

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Gordon Selman & Paul Dampier.

THE FOUNDATIONS OF ADULT EDUCATION IN CANADA.

Toronto: Thompson Educational Publishing, 1991.

320 pp. \$24.95.

What a pleasure to see published a Canadian foundations text in adult education! In writing this book, the authors tell us (p. x) that they asked themselves the question, "what is Canadian about Canadian adult education?" They answer this important question "with emphasis on the most recent decades, and on the relationship between adult education and the society of which it is a part" (p. viii). While the book addresses the nature of adult education in Canada, the authors make it clear that they do not adequately present the Quebec context, suggesting that the two solitudes are as evident in adult education as in other aspects of Canadian society.