

Shakespeare off the page. Students can understand Elizabethan English much more easily when it is spoken than when it is written. Besides, with Mel Gibson as Hamlet, students may find the Bard more accessible. A similar lack exists in Rygiel's overly-brief treatment of Shakespearean performance. Although there are many excellent books and articles on theatre in the secondary classroom, Rygiel mentions nary a one, and her own advice is far too superficial to instill confidence in the neophyte teacher/director.

Finally, despite giving a full chapter (the first) to the question of literary theory and Shakespeare, Rygiel's grasp of current criticism is shaky. She suggests that deconstruction has "little practical application at the secondary school level" (p. 24), although she herself employs some of its methods, and she appears to equate reader-response approaches with evoking affective reactions to the plays and making them "relevant" to contemporary students (sample question: "What would Hamlet be preoccupied with if he were in your school today?" [p. 26]).

In Rygiel's words, "The aim of this book is to make some connections for teachers between Shakespeare and his historical context on the one hand and secondary students on the other" (p. 1). In this task she is only half successful. She does provide information and resources that will allow teachers and students to place Shakespeare in his lively times, but the book and the approach it recommends tend to overlook the playwright's powerful stories and the opportunities for theatre they provide. Moreover, too much of the book is taken up with fuzzy theory, an unnecessary discussion of authorship, and somewhat gimmicky attempts to make Shakespeare "relevant."

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**Cecille DePass, John L. McNeill, & Matthew Zachariah (Eds.).
NEW CHALLENGES FOR DEVELOPMENT EDUCATION IN
CANADA IN THE NINETIES. CANADIAN AND INTERNATIONAL
EDUCATION, 20, 1991, Faculty of Education, The University of Calgary,
168 pp.**

This is the second issue of *Canadian and International Education* devoted to examining development education in the Canadian context. Both publications grew out of national workshops held at The University of Calgary and were designed to ". . . facilitate the ongoing interactive dialogue on issues, strategies, and outcomes of development education in

Canada." Although *New Challenges* can be viewed as a logical outgrowth of the initial 1983 issue, *Development Education in Canada in the Eighties: Context, Constraints, Choices*, " it addresses the five major topics chosen for inclusion (i. e., the development context, international trade and debt, sustainable development, schools and postsecondary institutions, and social movements) with considerable focus, urgency, and directionality. The publication represents an excellent resource base for fostering a much-needed dialogue on development throughout the remainder of this decade. The wide-ranging, selective bibliography included in the issue is a useful addition to this resource base.

An intriguing component of the publication has to do with the postscript on the planning process followed in organizing the development education workshop itself. The documented deliberative process that eventually gave rise to the final format, the actual topics and concerns dealt with in the issue, are in many ways reflective of the very nature and complexity of development education itself. The high degree of heterogeneity of the participants necessitated some trade-off on the workshop format favoring a more conference-like approach. Further, and more substantively, the varying backgrounds and interests of the participants led naturally to the identification of a number of useful interactions which were incorporated into what was finally labelled an interactive workshop. Much of the coherency of the nine presented papers in the issue is directly related to treating these possible "tensions" or interactions positively in terms of partnerships in development education. Hence, for example, interactions between practitioners and researchers, the process versus product debaters, and the case for development education from within and outside Canada serve as commonalities and strengths under the rubrics of partnerships abroad through the effective use of educational networking. The editors' insight and positive focus on partnerships abroad through the effective use of educational networking within Canada really represents the overall and "new" challenge for development education as we rush towards the 21st century.

There is much in this issue to relate to and reflect on for anyone who has been involved in some aspect of development education. In reviewing the paper on "Reflections on Sustainable Development," for example, this writer was reminded of his experience in evaluating two rural development projects designed expressly for sustainability. Both were being conducted in a developing country in southeast Asia, and entailed Canadian funding, but differed substantially in nature and scope. The larger one was a modern rice-paddy development scheme in which a number of agencies at various levels were involved. Some five-hundred families were displaced from their small plots to create an "impressive looking" scheme on the scale of a western Canadian grain operation, complete with mechanical harvesters, bulk fertilizers, and a minimum of workers. The measure of success, I was

told, was to be found in the increased rice production and income. Little was mentioned of the real problem, that of securing viable livelihoods for the vast majority of displaced individuals. Like the local inhabitants, who were cleared and distanced from the development operation, I was hard-pressed to discern which aspect of the project was a direct result of Canadian funding.

The much smaller project grew out of the expressed needs of a group of villagers to cultivate cocoa on a previously unused river island nearby.

They also wanted to raise sheep on some available land near their village. Canadian assistance included procuring the initial small flock of sheep, then necessary cocoa seedlings, and regular veterinarian and agricultural advice. All the labor involved in the project (fencing, hand clearing of the overgrown island, etc.) was supplied by the villagers themselves. Clearly these two projects differed markedly in their approach to sustainable development and relate directly to what has been termed in the issue the concept of developing sustainability, that is, of turning the traditional concept around whereby sustainability becomes the desired end, not development. The newly formed cocoa planters and sheep raisers in the village understood this concept well.

There is much of interest and value for academics and practitioners alike in this second special issue. In a sense it represents a move away from the traditional transmissional model of development education to one more transactional in nature. If the challenges outlined for this decade are met, the promised third special issue will go beyond the previous two to achieve a true transformation in Canadian development education.

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Greta Hoffmann Nemiroff.
RECONSTRUCTING EDUCATION:
TOWARD A PEDAGOGY OF CRITICAL HUMANISM.
Toronto, OISE Press, 1992.
216 pp., \$24.50.

Life 101: What Gets Taught?

Greta Hoffmann Nemiroff's *Reconstructing Education*, the story of the New School of Montreal's Dawson College, recounts the following episode: Linda isn't keeping up with her homework, partly because of her