

s'avérera très utile aux chercheurs d'ici qui souhaiteraient écrire l'histoire de l'inspectorat dans leurs provinces respectives. Pour ce qui est du Québec, cette histoire reste à faire. Vérification faite, il s'est écrit peu de choses sur cette institution disparue avec la mise en œuvre du rapport Parent après 1966. En quelques lignes, les commissaires ont jugé que les inspecteurs remplissaient dorénavant « un rôle périmé ». Ils ont été remplacés depuis par les conseillers pédagogiques.

L'inspecteur d'école a laissé chez les Québécois les plus âgés la mémoire de sa dictée anxiogène, mais surtout son très heureux congé! Il fera encore partie pour un temps de l'imaginaire collectif. Heureusement, la littérature préservera peut-être cette mémoire grâce à Arlete Cousture qui en a fait un personnage attachant dans son roman *Les filles de Caleb* et la série télévisée qu'il a inspirée.

Cela ne suffira pas. Pour éviter que la mémoire de cette institution s'estompe définitivement, il est grand temps, en s'inspirant de l'ouvrage remarquable de Jean-Marie Condette, que l'on écrive l'histoire comparée de l'inspectorat scolaire dans chacune des provinces du Canada.

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Matthew Hayday

*So They Want Us to Learn French:  
Promoting and Opposing Bilingualism in English-Speaking Canada*

Vancouver: UBC Press, 2016. 364 pp.

Since the late 1960s, the Canadian federal government has committed itself to a policy of bilingualism involving both legislative and educational reforms to promote the French language in English Canada. In Matthew Hayday's *So They Want Us to Learn French: Promoting and Opposing Bilingualism in English-Speaking Canada*, the author goes beyond the policy-making processes of legislators to examine the role of other players, most notably parents, senior bureaucrats, conspiracy theorists, and anti-bilingualism crusaders in the debate over the promotion of French as an official language. What emerges is a complex amalgam of community leaders harbouring competing visions of the true meaning of Canadian identity as it pertains to the policy of official bilingualism.

Much of Hayday's work focuses on the emergence of the Canadian Parents for French as a social movement to promote the launch of French immersion classes. The author highlights the close relationship between this grassroots parents' movement and the Department of the Secretary of State. Indeed, Hayday notes the presence of the first Official Languages Commissioner, Keith Spicer, at the founding convention of the Canadian Parents for French and the subsequent provision of federal subsidies to finance its operations and initiatives. No such funding was provided to the grassroots movements that opposed the Official Languages Act and

the subsequent French immersion programs arising across the country. Clearly, the federal government was an active participant in this public policy debate over French immersion education.

Hayday also notes other efforts by the Official Languages Commissioner to expand its role to advocate personal bilingualism. For example, Spicer gave promotional speeches and helped to finance interprovincial youth exchanges such as the Society for Educational Visits and Exchanges in Canada (SEVEC). In addition, Spicer's office also distributed over 2 million "O Canada" educational kits in the 1970s, some in English and some in French, to encourage students who received them to learn the other official language. Later on, the Office financed a marketing campaign to foster support for the Official Languages Act.

Aside from examining the proponents of bilingualism, Hayday also studies the forces opposed to the Official Languages Act, exposing the presence of some rather colourful figures. For some English Canadian opponents, such as Irene Hilchie, the founder of the Alliance for the Preservation of English, fear that their unilingual children would lose employment opportunities fired their opposition. For others, such as author Jock Andrews, opponents suspected that the Official Languages Act was part of a secret francophone conspiracy to eradicate the use of the English language in Canada as well as the country's longstanding British identity. These movements were somewhat effective at stirring up public opposition to school board plans to provide for or to expand French immersion programming on the grounds that it was elitist and would hurt funding for other local programs. Hayday correctly notes that opposition to such programs increased during the national unity crisis surrounding the 1987 Meech Lake Accord and the 1995 Quebec Referendum. He also notes the rise of the anti-bilingual political formations, such as the Confederation of Regions Party and the Reform Party in the wake of the 1987 constitutional deal recognizing Quebec as a distinct society, and how these events cast a shadow over the many local debates involving funding for French immersion classes. In spite of this grim picture, Hayday also notes the persistent determination of parents across the country, from Kelowna, British Columbia to Orleans, Ontario, who fought to maintain and even expand French immersion education.

Hayday concludes his book with a rather promising image for the future of Canadian bilingualism. With a strong arsenal of statistics, he illustrates that the number of bilingual Canadians living outside of Quebec expanded three-fold between 1961 and 2011, although the actual percentage of such Canadians declined slightly due in part to immigration. He also notes that a growing number of English Canadians now understand bilingualism as forming a fundamental part of Canadian identity, even for those who are unilingual. He closes his manuscript by asserting that provinces and local school boards should shoulder a greater share of the funding for immersion programs, given their increasing popularity. As for the Canadian Parents for French, Hayday identifies the evolution of the movement's focus away from questions of national unity and identity towards an advocacy of the benefits of immersion education for the cognitive, intellectual, and personal development of students.

Hayday's work, for all its merits does fall short in two areas. With regard to the Alliance for the Preservation of English in Canada, the movement's most dramatic protest against bilingualism, in Brockville, Ontario in September of 1989 is mentioned only briefly. This event, which involved a group of elderly protesters opposed to Ontario's French language legislation known as Bill 8, trampled and then attempted to ignite a Quebec flag. The ugliness which was caught on film had long lasting consequences for the country that are overlooked by the author. The repetitious broadcast by the Quebec media of this momentous film footage of anti-bilingualism in action served to harden attitudes in Quebec and English Canada during the national unity crisis of the 1990s. Secondly, Hayday concludes that "if subsidized language-learning opportunities do exist for adults, they are not well publicized or promoted" (261). However, the book largely ignores the Second Language Bursary Program, more recently christened the Explore Program, which has allowed thousands of Anglophone Canadian adults aged eighteen and over to experience a full French immersion experience. Hayday mentions that two of every three applicants were rejected for the program but fails to probe the positive or negative impact of this program on the lives of those who experienced it.

Notwithstanding these oversights, Hayday's work is a careful account of the English Canadian response to the Official Languages Act and French immersion programming that effectively illustrates the divisions of public opinion on these controversial programs. It is a valuable addition to our understanding of the evolution of English Canadian opinions regarding Canadian identity, official bilingualism, and national unity.

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Helen May, Kristen Nawrotzki, and Larry Prochner eds.

*Kindergarten Narratives on Froebelian Education: Transnational Investigations*

London: Bloomsbury, 2016. 224 pp.

In this volume, thirteen scholars pay memorial tribute to the late Professor Kevin Brehony (1948–2013), an eminent Froebel scholar, and founder and past president of the International Froebel Society. The latter was established in 2002 and fosters debate on early childhood education, supporting theory and praxis associated with the child-centered philosophy of Froebel.

The editors of the volume, Helen May, Kristen Nawrotzki, and Larry Prochner, from New Zealand, Germany, and Canada respectively, and contributors from Japan, the Netherlands, New Zealand, United Kingdom, Canada, Australia, and Sweden—all countries with a kindergarten heritage—share in their narratives a common goal: to document and explain kindergarten's international reach from the beginning of its emergence to the present. The global diffusion of the kindergarten