

effective way of ensuring social control first of all, and later social progress, then it must be institutionalized. Particularly valuable is the sustained discussion of the extra school agencies that blossomed in the latter part of the 19th century. Such organizations as the Boys' Brigade and the Church Lads' Brigade with their emphasis on discipline, cleanliness, order, obedience and uniforms are mentioned by Dr. Wardle and serve to illustrate the struggle that continued in favour of social control now that the schools themselves had come to be used as vehicles for hastening a greater degree of social equality.

The author's purpose here also strengthens my belief that the book tends to fall between two stools. As a contribution to the de-schooling argument it fulfills a long overdue need: that of putting an historical perspective into an area of discussion which has centred almost exclusively around the contemporary. To view the idea of such a radical departure from established practice as that advocated by Illich, Reimer, Holt, et al, without relating this to the factors that have produced it is absurd, and Dr. Wardle is right to point this out. But it does mean that in using such a perspective for a particular purpose gaps are likely to occur in what claims also to be "The History of Formal Schooling in England." One such gap, the shameful business of the doing in of the School Boards in 1902, I have already referred to. Another is the virtual ignoring of the contributions of the English Utilitarians and their various associates headed by Bentham, whose influence was as far reaching on educational practice as it was on every other aspect of 19th century social reform.

In criticizing Dr. Wardle's book on a few accounts I have attempted to be positive and not merely contentious. In its major aim, that of examining "the historical developments which have made it plausible to argue that formal institutional education has outgrown its usefulness and become an obstacle to social reform" Dr. Wardle succeeds, and that rather handsomely. In this sense the book is one of the best that this reviewer has read: it provides a long neglected perspective, and it is delightful to read. However, as an history of formal schooling (not its major aim) it is less successful.

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BOOKNOTES

Philip G. Altbach and David H. Kelly. *Higher Education in Developing Nations: A Selected Bibliography, 1969-1974*. New York: Praeger Publishers, 1974. Pp. ix, 230. \$15.00.

Does the title seem familiar? Well, that's because this is the "son" of an earlier compilation, Philip G. Altbach, *Higher Education in Developing Countries: A Select Bibliography* (Cambridge, Mass.: Harvard Center for International Affairs, 1970). This bibliography contains 2438 items from 85 countries. (You didn't know there were that many developing countries? Altbach's and Kelly's bibliography doesn't even list Mauritius and Upper Volta. Perhaps, they still don't have "higher education.")

Let's get serious. This is quite a collection. As James A. Perkins, chairman of the International Council for Educational Development which sponsored this work, says in the preface "This bibliography should be at the elbow of all scholars of comparative higher education." Massive bibliographies usually suffer from two disadvantages. They cannot be used with ease unless there is a subject index. Pages 210 to 225 do contain such a subject index which enhances the value of the bibliography. The second disadvantage has to do with separating the wheat from the chaff. Only a carefully annotated bibliography can overcome that particular disadvantage. This one is not annotated. It simply classifies all items under "Books" and "Articles." Many of the "Books" are pamphlets. If the number of pages of the "Book" was also given, users would have been able to discriminate between books and pamphlets.

It is impossible to know the extent to which compilations of this nature advance the cause of scholarship. I suppose it is good to know that they are there at our elbow — just in case we need them. It is also good to know that Altbach has added one more item to his already formidable list of publications on higher education.

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OTHER PUBLICATIONS RECEIVED

E. Jo Baker and Harold L. McPheeters. *Middle-Level Workers: Characteristics, Training and Utilization of Mental Health Associates*. New York: Behavioral Associates, 1975. P. 67.

Douglas Biklen. *Let Our Children Go: An Organizing Manual for Advocates and Parents*. Syracuse: Human Policy Press, 1974. Pp. 144. \$3.50 (paper).

Ann Blades. *Mary of Mile 18*. Montreal: Tundra Books, 1971. Pp. 44. Illustrations. \$2.95.

Wilbur Bookover and Edsel L. Erickson. *Sociology of Education*. Homewood, Ill.: Dorsey Press, 1975. Pp. xiii, 414. \$12.95.

H.I. Day, D.E. Berlyne, and D.E. Hunt. *Intrinsic Motivation: A New Direction in Education*. A Symposium sponsored by The Department of Applied Psychology, The Ontario Institute for Studies in Education, Toronto, June 11-13, 1970. Toronto: Holt, Rinehart and Winston of Canada, 1971. Pp. vi, 202.

Alfred F. Deverell. *Teaching Children to Read and Write*. Toronto: Holt, Rinehart and Winston of Canada, 1974. Pp. viii, 312.

Henry Dupont (ed.). *Educating Emotionally Disturbed Children: Readings*. New York: Holt, Rinehart and Winston, 1969. Pp. x, 485. \$11.55.

Shiu L. Kong. *Humanistic Psychology and Personalized Teaching*. Toronto: Holt, Rinehart and Winston of Canada, 1970. Pp. x, 144.

Arthur L. Tollefson. *New Approaches to College Student Development*. New York: Behavioral Publications, 1975. Pp. 150.

W.R. Wees. *Teaching Teachers Teaching*. Toronto: Canadian Education Association, 1974. Pp. 43. \$2.00 (paper).