

evolution of some of the educational practices which he defines into his study. For example, Tyack has included lengthy and evenhanded discussions of the feminisation of the elementary school in cities, emphasizing the subordination of women to men within a structured hierarchy, and documenting inequalities of salaries between male and female teachers and between administrators who tend to be men and teachers who tended to be women, but it is neither urban organisation nor even a uniquely urban need for large corps of teachers that explains discrimination. In isolated rural areas as diverse as Brush County, North Carolina, and Hardin County, Iowa, women consistently earned less than men, and were rarely involved in decisions about hiring, about textbooks, about the locations of schools, and the like. The status of women was no more elevated in rural areas than in urban areas and structural changes in the organisation of education bear no inherent relationships to the feminisation of schooling nor to the relative status of men and women.

Yet another example of an unfortunate tendency to explain educational practices as consequences of urban re-organisation can be seen in Tyack's characterisation of teacher authority. In rural areas, he argues, the authority of school teacher inhered in the person, not in the office of the schoolmaster, whereas in city schools, teachers derived respect because of the authority vested in an office created by bureaucracy and hierarchy. Yet we find that teachers in almost every setting consistently distinguished their office from their person within the classroom. Even in one-room schools of the countryside, teachers used a whole arsenal of measures to distinguish their office as teacher from their relationship as parent, confidante, or friend. As a New Hampshire teacher of the 1830s explained: "On the playground, we stood on a common level, but in the classroom I was recognized as master." In short, rural teachers created hierarchy within their classes, regarded the division of roles as proper and necessary to the educational process, and maintained formal relationships in the absence of an urban bureaucracy.

It seems plausible to speculate that the evolution of a corporate-bureaucratic model of school organisation in cities represents an institutional extension of values which inhered in village America, rather than an institutional transformation arising solely in response to changing demographic and technological patterns. To pose, as Tyack has done, an inherent opposition between the needs of the village and the needs of the city may be meaningful, but is as yet undocumented. Indeed, it is possible that the reorganisation of American schools can best be understood as a gathering of consensus rather than as a resolution of conflict; that the concept of urbanisation needs redefinition.

The book is elegantly written and has become required reading in both my History and Foundations of Education classes.

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Donald Edgar (Editor). *Sociology of Australian Education*. Sydney: McGraw-Hill, 1975. Pp. 467, \$12.95 (Australian).

Goodman has stated that

Sociology of education as a separate discipline for study and research by education students and scholars is a very recent arrival on the Australian scene.<sup>1</sup>

Those interested in the sociology of education in Australia are not yet well-served with introductions, text-books, and volumes of readings. Publication of new work in the field, therefore, is an important event.

Selected papers from a conference organized by Melbourne's La Trobe University in late 1972 have provided the basis for *Sociology of Australian Education*, which is a book of readings. According to the editor, the origin of the conference lay in his curiosity about the apparent lack of research on sociological aspects of education in Australia (p. ix). Both the

<sup>1</sup>R. Goodman, "The Sociology of Education in Australia," in *Social Science Perspectives on Australian Education*, R. Browne & W. Simpkins (Eds.), (Melbourne: Macmillan, 1972), p. 40.

number of participants and the papers presented at that conference indicated to him the strong interest in the field and the nature of academic research and writing being undertaken. A book of readings is one way of assisting the rapid diffusion of relatively inaccessible material.

What makes this latest book distinctive from other recent works<sup>2</sup> is the range of theoretical perspectives encompassed by the various authors and the level of sophistication reached in their analyses. Shifts in interest within sociology itself are reflected in the book as the papers explore the changing definition of the field. However, it is rather disappointing that methodologies are not examined to the same extent as the diversity of theoretical approaches. For this reason, the collection of papers may be said to represent only preliminary statements of some implications of the recent changes in subject matter in contemporary sociology of education.

The book under review is divided into five parts. The papers in the first four parts are largely accounts of research. Part One considers The Social Distribution of Competence. Part Two is concerned with Cultural Factors in Learning and this is followed by a third and related part, The Structuring of Educational Experiences. The theme of Part Four is Academic Socialisation. The final part is a theoretical discussion of The Sociology of Education.

Part One is based on the view that the education system of a society should be seen as an important aspect of the way in which "reality" is constructed within that society. Knowledge is to be equated with forms of competence. Thus, schools are seen as the means by which children have differential access to socially valued forms of competence. The papers in this part are concerned with aspects of competence which help to explain differences in educational ambition and achievement, with documentation of inequalities which prevent the taking up of opportunities and with the role of pressure groups in provision of, and access to, education. The influence of the strand of British sociology of education referred to as "political arithmetic"<sup>3</sup> can be traced here.

In Part Two, the emphasis is placed on sociology of education as an examination of the multiple systems of meaning used by man to understand his existence. Formal education is conceived as part of broad cultural processes. A paper by Musgrave, "Curriculum, Culture and Change," introduces the idea of the curriculum as a way of selecting from the whole range of cultural contents so as to modify current ideologies. Off-shoots from this theme are then taken up in other papers. Ideological assumptions affecting education for minority groups, the influence of sex-role stereotyping and the specific function of cultural factors in cognitive development and group learning difficulties are discussed. These papers illustrate the revived interest in a phenomenological sociology of knowledge.

The same orientation underlies the papers in Part Three. The focus is on understanding the consequences of organisational change in classrooms. Issues discussed include the profound restructuring of teacher-pupil roles in the open classroom and the association of increased valuation of individual pupils with the adoption of integrated rather than collection curricula.<sup>4</sup> The authors of these papers are presenting a phenomenologically based argument which suggests that difficulties are experienced in the implementation of innovations because these entail the

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<sup>2</sup>There are only three books which fit into this category: F. Katz and R. Browne (Eds.), *Sociology of Education* (Melbourne: Macmillan, 1970), a book of previously published essays and articles on the study of education as a social institution; R. Browne and W. Simpkins (Eds.), *Social Science Perspectives on Australian Education* (Melbourne: Macmillan, 1972), a book which introduces students to the social foundations of education from the vantage points of three disciplines (economics, politics, and sociology); and R. Browne, L. Foster, and W. Simpkins, *A Guide to the Sociology of Australian Education* (Melbourne: Macmillan, 1974), a book which seeks to familiarise the student with theoretical models and basic concepts used in the sociological analysis of education. The books in this series share two major characteristics. They have all been written as texts for use in university undergraduate and graduate courses and, secondly, their theoretical bases are to be found in conventional sociology. While it is not suggested that either of these points is necessarily a flaw, together they do limit the usefulness of the material to a wide audience.

<sup>3</sup>P. Musgrave, "The teaching of the sociology of education," in *The Teaching of Sociology in Australia and New Zealand*, J. Zubrzycki (Ed.), (Melbourne: Cheshire, 1970), p. 107.

<sup>4</sup>This terminology is derived from Bernstein and can be found in B. Bernstein, "On the Classification and Framing of Educational Knowledge," in *Knowledge and Control*, H. F. D. Young (Ed.), (London: Collier-Macmillan, 1971), p. 49.

changing of "boundaries of consciousness" (p. xiii). The subject matter of a number of papers in this section would have lent themselves to a micro-level treatment. It is a pity that methodologies (like participant observation) which accompany the newer theoretical approaches were not used by the Australian researchers. There is a pressing need for empirical testing of the "new" sociology of education in order to gauge its achievement in both sociological description and explanation.<sup>5</sup>

Part Four returns to a familiar theme, academic socialisation. This has been a popular interest in North American sociology. The value of the discussion in the present book lies in the study of Australian contexts, as so much of the reference material used previously has been derived from American settings.

The final section of the book is, in my opinion, the most important contribution. It consists of three substantial essays on theoretical advances in the sociological study of education and on the problems and dilemmas of the field. One advantage of coming late to an academic discipline is the avoidance of some of the earlier stages of development. In this case, the papers of Miller ("Social-Cultural Theories of Education and the Sociology of Education"), Hunt ("Perspectives in the Sociological Study of Education"), and Balmer ("Education and the Sub-Disciplines of Sociology: A Perspective on the Sociology of Education") serve the extremely useful function of placing the reader right at the heart of current sociology of education. The crucial issues of identity and definition of the field and of the implications of the patterning of social-cultural theories into two groups — the structure- or system-centred theories and the content-centred theories — receive explicit attention. With this background, even a neophyte could orient himself in the literature of the discipline. The *Sociology of Australian Education* is a significant addition to the professional libraries of those teaching sociology of education and has much of interest and challenge for their students. In addition, overseas readers will gain a useful overview of distinctive aspects of Australian education.

The material in this book of readings provides an opportunity for a survey, however incomplete, of the present state of the field of sociology of education in Australia. Of importance also is the general function of assessment of current concerns and emerging problems. The danger I see in the trend towards books of readings in this country is the possibility of premature closure. Closure may be applied in two ways. The first is that, in their enthusiasm to publish quickly, workers in the field may be deterred from more extensive explorations of substantive theory and methodology. On the other hand, readers may be led to grasp at the distillations of theoretical approaches made in a collection of papers without reading deeply in their origins. One can only hope that this book will stimulate further research and writing in the endeavour to develop a theoretically informed sociological analysis of Australian education. In a situation where sociology of education is a relatively new discipline, awareness must be fostered that a widely-based connection between sociology and the sociology of education strengthens the source of legitimation for the field.

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<sup>5</sup>A view expressed by A. H. Halsey, "Theoretical Advance and Empirical Challenge," in *Readings in the Theory of Educational Systems* E. Hopper (Ed.), (London: Hutchinson, 1971), p. 263.

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Pat Duffy Hutcheon. *A Sociology of Canada Education*. Toronto: Van Nostrand Reinhold, 1975. Pp. vi, 282. \$7.95 (paper).

This first textbook for the sociology of education in Canada will be widely used. Ms. Hutcheon's book is certainly better than the motley readers that previously have attempted to provide Canadian material, the great alternative to American textbooks, and perhaps the book should be welcomed as a classroom resource in our universities.

It is certainly difficult to fault the author since she has usually set careful limits on her work. The book is said to be Canadian in that "example and cases are drawn from the social and