

particularly at Teachers' College, Columbia University. Administrative techniques and organizational procedures were copied from American models by progressive urban school reformers in Ontario. But British influence was just as strong. During the 1920's and '30's many Commonwealth teachers travelled on exchange programmes sponsored by the Overseas Education League. England's Hadow Report had an important influence on the province's intermediate school bill in the 1930's. Finally, current revisionist literature reveals the similarity between Ontario's Roman Catholic fight for equal rights in schooling and the parochial battles in other parts of North America.

One further fault could be cited. Despite his efforts to treat all areas of the province equally, Stamp necessarily had to generalize about the educational system of Ontario as a whole. This tends to flatten local perspectives and not convey the flavour of regional relationships between local politicians, civic groups and parent-teacher associations. He tries to avoid being Toronto-biased, but many of his generalizations flow from the pronouncements of officials living in this major centre. Their educational policies often were shaped according to their urban and centralist perspectives. Other reformers with more nationalistic or imperialistic motives were not highlighted. The tension between these two groups did have some influence on Ontario's excessive isolationism between the two wars.

Where Stamp is at his best is in the blending of vignettes which capture the essence of the theme he is conveying with a generalized statement of the problem under discussion. A portrait of the Rittenhouse School as an example of the ideal rural school is linked to the basic assumption of rural reformers that a rejuvenated rural school would halt the decline in rural population and restore the rural virtues to country life. But this ideal is set against the departmental policy to promote continuation schools, which were not only cheaper but catered to the traditional aspirations of country people to use the school as a stepping stone for further advancement.

Throughout the one hundred years the counterpoint of reformist leadership against popular conservatism is maintained. Stamp successfully establishes the intrinsic relationship of Ontario schools to societal aspirations. The complexity and richness of sub-themes and individual motifs in their historical evolution are brought into prominence through Stamp's sophisticated orchestration. His *magnum opus* will be an important addition to the Ontario Historical Studies Series.

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Wilson, J. Donald (ed.), *Canadian Education in the 1980's*. Calgary: Detselig Enterprises Limited, 1981, pp 282. \$13.95

Professors teaching courses in foundations in the teacher education institutions across Canada will be very interested in this book. Teacher education is basically composed of three areas of study (learning process, teaching process, context), and the implementation (teaching practice). Nor can each be strictly compartmentalized, for the interaction of teaching process, learning process, and context is essential in the mind of the student-teacher and the ability to "put it all together" is the essence of the effective teacher.

The volume is divided into five sections. The first deals with the historical backdrop to the 1980s, the second with aspects of pluralism in Canada, the third, curriculum, while the fourth section deals with work and schooling. The final part is devoted to future perspectives. In the introduction Professor Wilson examines some of the trends and patterns including the "folly of relying upon education (i.e. schools) to solve social problems." (p. 7)

What Professor Wilson has provided us with are some insightful articles which, while they address the context of schooling and education inevitably have implications for the learning process and the teaching process. The articles address the roles of the teachers, students, parents, and community with reference to the aims and functions of education and the effect of social, economic, political, philosophical, and cultural factors or policies.

Walter Pitman in his article deals with the unrealistic hopes and missed opportunities of the 1960s. He writes about the obsession with institutional growth: "Statistically, there was a woodworking shop built for every student who graduated from Grade 12 in that subject in 1961, though woodworking scarcely seemed to be a focus for technological development in the years ahead". (p. 19) Pitman draws attention to issues that are still bothersome: that there was no assessment of the role of the school, and there was little recognition of the complexity of the

relationship between work and school and of vocational education to education. He later states that the failure of education in the 1960s was not the result of lack of resources, community support or even enthusiasm but of philosophic integrity. Pitman stresses that far too little technical education had an arts and humanities component — it was technology without a human face.

The unfortunate thing, many readers will reflect, is that we have learned little since the 1960s. Polytechnical education is still neglected and rather isolated from the arts and humanities. In the schools we are teaching about hammers and saws when the kids can walk down the street and 'play' with computers in any video arcade.

The article by Cornelius Jaenen on multiculturalism and education looks at the history of pluralism in Canada and the legislative bases for multiculturalism. The article then proceeds to examine how multicultural content has been included in teacher education (inadequately), and curricula (some hope.) Under a rubric called regionalism Professor Jaenen suggests that the francophone educational system in Quebec is the only one that "reflects a unique regional and particularist cultural community." (p. 90) He goes on to state that all the other systems are a blend of their colonial past and American influences. Perhaps Jaenen could have given us a more elaborate critique of the impact of American culture on the pluralism in neo-colonial Canada.

J. Donald Wilson's own article on "Region and Education: The Other Side of Pluralism" is a valuable addition but he never does elaborate on what or how it is on the other side of! In dealing with the issue of private or independent religious schools, readers may well wish that Wilson had also given us information and his views on the class bias of these schools.

From religion we can easily move on to language. Robert MacDonald has contributed an excellent article on language and education in Quebec. Group rights, individual rights, Bill 101, the referendum, and secularization are among the issues alluded to in the discussion. Perhaps MacDonald would not have muddied the waters too much if he had also given us a bit of information on the experiments in Quebec on teaching second and third languages.

One of my favorite articles for student teachers is that of George Tomkins on "Stability and Change in the Canadian Curriculum". We have had far too few analytical articles on the history of curriculum in Canada. His study of the developments to the 1960s, while general, will be of great assistance to those who try to explain to student teachers what has happened in the area of curriculum in the past. He places the debates and decisions over the curricula in a context. The article concludes with a section that deals with contemporary influences and new complexities and with who makes the curriculum; in this section he examined the renewed thrust toward centralized control.

The article by Graham Orpwood on science and the Canadian curriculum gives readers an overview of the recent past history of science education. He reflects that it is "less the scientific content of school science courses that is being criticized than the purposes or aims of school science and the teaching approaches . . ." (p. 161) Orpwood also suggests that some of the changes currently being touted are incompatible. After citing several criticisms he concludes that science in the 1980s is now believed to be part of the problem as well as part of the solution and that there is a need for a more holistic view of science and social concerns. He argues that science education must serve a whole range of needs and emphases: content or knowledge, skills and processes, science as a way of learning, as an aspect of personal growth, and as a method of thinking.

Equal educational opportunity for women is the theme of Jane Gaskell's critique. She contends that inequality can be discerned in the amount of education women secure and in the kind they get. They are overrepresented in diploma and certificate programs at the post secondary level and underrepresented in degree programs, yet girls stay in *school* longer and get better marks. So what is the issue? Gaskell believes that schools begin "a form of organizational differentiation that carries through to the labour market:" (p. 178) that secondary schools provide different programs, courses and agendas for males and females. She cites evidence to conclude that "much high school education is not coeducational." (p. 181) There is streaming by sex. We are then, in effect, left with a 'chicken and egg' situation. Gaskell points to the enormous bias and social pressures in the community and work places and asks why women would choose to go into industrial oriented courses if they don't know that they can get a job at the end of it? Thus schools perpetuate the bias of the work place and the work place perpetuates bias in education.

There are additional articles on work and schooling, and on future prospects, and an article by David Livingstone on public priorities for education in a capitalist crisis which reviews the materialist historical perspective, examines the class based attitudes to education in Ontario, the financial priorities ("the overwhelming majority of the general public are now in favour of either maintaining or increasing real educational expenditures" (p. 61), and examines the preferences expressed regarding the form and content of education by

social class. Livingstone concludes, in part, that proletarians want to tighten the link between learning and school and the workplace, while capitalists want to keep it loose.

This volume of articles is a welcome addition to the books available to teacher educators and students who more than ever need to be aware of the pressures upon the schools, teachers, and students. It is an excellent collection of articles that will help teachers understand the context of education in the 1980s.

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Gumbert, E. B. (ed.), *Poverty, Power, and Authority in Education: Cross-Cultural Perspectives*. Atlanta: Georgia State University, 1981. 64 pp.

This is not a book, but a loosely connected set of lectures given at Georgia State University. Although the editor makes a valiant attempt to preface the three lectures, no attempt would justify the application of such an imposing title to the content. The editor's introduction does provide a rather useful summary of the issues addressed, and itself serves as a favorable review of the subsequent sections: Harold Silver, "Education Against Poverty: Interpreting British and American Policies in the 1960's and 1970's"; Michael F. D. Young, "Ideology and Educational Research"; Edgar Z. Friedenberg, "Deference to Authority: Education in Canada and the United States." Fortunately I read from the last lecture to the first, and thereby came away in a much better mood than when I began.

Harold Silver's essay is a joy to read. It contains, even in these few pages, a great deal of information on the events and literature of social action through education in the 1960's and 70's. It is not methodologically closed, but is methodologically sound, exemplifying research in the history of education and also probably unintentionally, exemplifying the best of comparative studies. Despite the allusion, almost out of context in the introduction, to comparative education, this is the only one of the three essays which has anything at all to do with that field of inquiry. Silver's conclusions are insightful, and carefully derived from the information he presents. He adheres to his own cautions against immodesty and unsupported assertion in the literature, advice which might have been heeded by the other authors in these particular pieces.

Michael Young's essay seems to be a rather hastily constructed political critique of research reported in the book, *15,000 Hours: Secondary Schools and Their Effect on Children*, by Michael Rutter and colleagues. His criticism of the ideology in the research follows automatically from the ideological singularity of his own position, but is not supported by any persuasiveness, logic, or evidence in the argument. Only one similarly convinced could follow the leaps of reasoning which conclude in stale doctrinaire assertions. Young's narrow refusal to consider ideology-free research or idiosyncratic features of the socio-educational situation in the U.K. contradicts the case he presents against one-sidedness in research using "objective analyses" and de-emphasizing social class and power relations.

The problems with Young's piece on ideology are ideological, therefore subject to different interpretation by different readers. The Friedenberg essay is however, as Snuffy Smith used to say, "a pretty piece 'wif naught behind it." One would expect some insights from Friedenberg, but beyond these, there is little new and little substantive. The paper refers to the use of evidence in making points, but avoids practicing use of evidence. Somehow the author got completely away from his title, and returned at the end with some off-hand comparative comments on Canadian education and society. The half-truths of these comments makes the late apology for title even less acceptable.

It is unfortunate that the Center at Georgia State did not ask for reworking of the latter two lectures before committing them to print. As it is, the names of these social scientists, as well as the attractive titles of their essays, promise much more than this publication delivers.

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Frye, Northrop, *Divisions on a Ground*, Toronto: Anansi, 1982, 199 pp. \$19.95.

Reading this latest collection of essays by Northrop Frye, the *éminence grise* of Canada's national consciousness, is rather like becoming acquainted with *Hamlet* for the first time: it gives one the impression of saying