

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