

Many Canadian educators are not very well known it is true. But we might better wait for *The Dictionary of Canadian Biography* to fill this gap rather than embarking on collections of dubious quality like *Profiles of Canadian Educators*. I am certain that educators will forgive the editors if they do not produce the "companion volume" promised in their Introduction. In fact, scholars in Faculties of Education should be too busy keeping this book out of their students' hands to prevent the spread of errors in hundreds of essays, reviews and term assignments to give the matter any further thought.

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**David Wardle.
THE RISE OF THE
SCHOOLED SOCIETY.**

London:

Routledge & Kegan Paul, 1974.

182 pp. \$10.40.

To say that the history of English education in the nineteenth century is a well-tilled patch is the grossest of understatements: three out of every four books published since 1945 deal in one way or other with this formative period of the national system. Seeing that Britain was the first industrial nation, this narcissism is perhaps understandable, but as Sol Cohen observes in a recent essay in Volume 2 of *The History of Education*, most historians to date stand guilty of the sin of parochialism in confusing education with schooling ("writing a narrow history of the schools"), not to mention the sin of evangelism ("seeking to inspire teachers with professional zeal rather than attempting to understand what really happened.")

Mercifully, David Wardle's study is not just another addition to the list. A blend of social, economic, and political analyses, it is a sober review of the complex forces whose interaction has secured the establishment of the state-controlled education system as we know it

today. As he points out, "A mental effort is needed to think away the identification of 'education' with 'schooling,' but in historical terms the dominance of the school is very recent." Since 1870 the extension of the school's brief into what were formerly considered to be essentially private affairs can be illustrated in a variety of ways, notably by that recent development in British schools, the appearance of the school counsellor. This trend towards the assumption of responsibilities which previously were discharged by parents, priests, family doctors and other social agencies has become so pronounced that it has come to be taken for granted, almost as if it were inevitable, even desirable. As a result, arguments which assert that the trend needs to be checked, if not actually reversed, receive little or no support from public or professional opinion.

Though the author is at pains to disclaim any intention of presenting a critique of the case for de-schooling, he is clearly apprised of the strong points in that case, weighing its pros and cons with admirable shrewdness and fairness. Very sensibly, he rejects any suggestion that a wholesale dismantling of the existing is practicable: on the other hand, he recognizes the need to move on from a "schooled society" on the nineteenth century model to the kind of "learning society" envisaged by the UNESCO report, *Learning to Be*, and by such forward-thinkers as Torsten Husén if the ideal of education as a continuous process is ever to be achieved.

What emerges from his study is the idea that the rise of the schooled society coincided with a steady shift away from *laissez faire* policies in which free enterprise and self-help were the rule, to policies of welfare statism which stressed collectivism and the mass production of services intended for a consumer society. This dialectical process, it seems, is now giving way to a third stage of development, as yet not clearly defined, but witnessed by the growing interest in *l'éducation permanente*,

in the concept of lifelong learning, as well as in the host of non-formal associations whose activities fall outside the frames and classifications of the statutory system. It is, after all, unnecessary to appeal to the rhetoric of the deschoolers which tells us that, "Enough is enough;" equally unnecessary to appeal to an ascendant counter-culture whose motto is, "Do your own thing." It is necessary to take note of the findings of eminent scholars in the field of educational studies, not to mention such reviews of the available research literature (e.g. the Rand report on "How effective is schooling?") which point unerringly in the same direction.

The Rise of the Schooled Society presents the record to date. The book moves at a measured pace, pausing by the way to reflect on the implications of the growth of the pedagogical juggernaut. Time now to sit back and await its logical follow-up, presumably under the title of *The Decline and Fall of the Schooled Society*. Believe it or not, it is later than we think!

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Douglas Myers, ed.
THE FAILURE OF
EDUCATIONAL
REFORM IN CANADA.
Toronto:
McClelland and Stewart, 1973.
200 pp. \$2.95.

Why is it so difficult to make lasting changes in Canada's educational systems? Free schools have largely vanished; programs funded and hailed as panaceas have been cut off, and in place of high expectancy we find disillusionment and economizing. Where is the confidence of the fifties that we could inaugurate a renaissance in Canadian school systems? Why is it that, suddenly now, we perceive the changes that were made in those confident years as short-lived and precarious?

Douglas Myers has an answer for these questions; it is stated

most clearly in the first reading of this small collection where Michael Katz likens the educational bureaucracy to a box. The box holds many items and these can be arranged and re-arranged in various ways. When we thought we were making major reforms, we were actually only re-arranging the contents of the box. Significant reforms, if they are to last, will require changes in the box itself. Ever since about 1880, the educational box in North America has had the same basic structure, that of bureaucracy. Its walls are Weber's bureaucratic characteristics: hierarchy, division of function, specialization, precision, continuity, rule-following, and discretion. In addition, education on this continent has represented conservative forces, an "attempt of the 'better people' to do something to the rest;" hence compulsory attendance and class bias. If reform is to succeed, it will have to reach into and change these basic characteristics; such lesser programs as reshaping curriculum or classroom organization or time tabling or evaluation procedures simply ignore these structural components or even reinforce them. In any case, they are only a changing about of the contents of the box while its walls efficiently keep out everything that fails to fit the traditional shape.

Other readings treat various aspects of Canadian education: universities, federal-provincial relations, Canadian studies, and community involvement in schools. Five articles tell about recent happenings in five geographical areas: British Columbia, the Prairie Provinces, Ontario, Quebec, and the Maritimes. It is stimulating to read these with Katz's box in mind. Could we really conceive of major changes in hierarchical structure? Or in any other of the elements of our bureaucracy? What changes? Anything so radical would wrench the whole system into some very different shape. But that is what reform means!

There can be nothing dull about reading of current developments with such questions in mind. The