I suppose it is not fair to ask the authors to have written a different book, but I think they would today.

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Stamp. Robert M., *The Schools of Ontario, 1876-1976.* Toronto: University of Toronto Press, 1982, xxxiv-293 pp. $30.00

With the publication of his latest book, *The Schools of Ontario, 1876-1976,* Robert Stamp has culminated over a decade of research and writing on Ontario's educational history. It was a tribute to his scholarship that he was chosen by the Board of Trustees of the Ontario Historical Studies Series to write a detailed description and analysis of the province's primary and secondary school system in the post-Ryerson century, 1876-1976.

Classed as a "moderate revisionist" by his peers, Stamp interprets his data with optimism, emphasizing periods of innovation, such as the New Education reforms of the 1890-1910 period, the progressive thrust of the 1937 Ontario curriculum, or the Hall-Dennis Report era of 1968. His main theme, the striving of educational reformers for equality of opportunity, runs as a thread throughout these innovative periods.

This is not to say that Stamp lacks critical acumen. Another major theme of the first few chapters is his debunking of the traditional twin myths of centralization and superiority. According to the first it was assumed that the province suffered from extreme centralization and excessive control by its ministers and department of education. In the second myth, Ontario supposedly was renowned for its school system. Following up new evidence, particularly of R. D. Gidney, Stamp effectively demonstrates that in reality strong local control of school policy existed long after Ryerson's retirement. This localism, coupled with Ontario's conservative smugness, served as a deterrent to any radical or widespread school reforms. Stamp's chapters mirror the pendulum swings between periods of conservatism and innovative reform, bringing to bear on these themes new insights derived from feminist, childhood and public health literature, from radical revisionist studies of school attendance patterns and urban school reform, from recent biographies of political leaders, and from a variety of archival sources.

Throughout his narrative Stamp makes important distinctions, often overlooked by more functional social historians, between the policies and motivations of provincial politicians and the recommendations of leading departmental officials, for instance in the Whitney policy over Regulation Seventeen. He highlights the discrepancy between the curricular aspirations of pedagogical reformers contained in the new 1937 progressive curriculum and the strong demand of the electorate for political stability. The election of George Drew followed by the implementation of religion in the curriculum during the 1940's, he argues, was a direct result of this discrepancy. And he points out the growing dichotomy during the 1950's between the policy of financial centralization and de-centralized decision-making practised at the curricular level. Stamp's "ideological position on questions of pedagogy, curriculum, and educational programs" is used to good effect in Chapter 9, "The Triumph of Conservatism", in which he unequivocally condemns the lack-lustre policies of Education Minister William Dunlop, whose teacher training system he considers "one of the most dictatorial and thoroughly state-controlled systems . . . in the Western world" (p.200).

In this chapter, too, Stamp's highly-readable narrative style proves to be particularly effective. His realistic descriptions of the typical Ontario high school class-room (his own?), the life-styles of the teen-age students in the 1950's, the traditional teaching methods and conformist emphases of their teachers vividly charge the reader's imagination. They also provide powerful reinforcement for his conservative-liberal pendulum theme and for his major argument that despite statistical evidence of a longer retention of students and of more highly-qualified teachers, the 1950's, as previous periods of conservatism, reflected the strong political pressure of local school boards and rural voters against any overly-expensive or too extreme innovative measures by either departmental officials or politicians. Dunlop and his Conservative Premier, Leslie Frost, gave the rural voter the order, decorum and stability that he demanded and they were returned to power with solid majorities in three successive elections during the 1950's.

In many of his chapters Stamp also links these conservative forces to issues raised by radical revisionists, such as their underlying aim to prevent deviant behaviour and crime, their desire to maintain the *status quo* or protect private property, and their promotion of moral education and character training in the schools. The exploitation of women in the early years when there was a high transiency rate, and when teachers suffered from low

qualifications and no professional organization, Stamp ties to statistical evidence of teachers' salaries and qualifications. Concerns for efficiency, improved attendance, public health and an assortment of child-saving measures, he claims, were utilized by New Educators to justify the adoption of a wide range of reform measures. But Stamp shrewdly judges these reformers as merely promoting innovative means, not revolutionary ends. Their New Education reforms were designed to lead the child into an acceptance of their moral values, to strengthen rural life, and to stop the drift of the rural population to the cities. The kindergarten, manual training and domestic science movements are similarly set in context and painted as measures to promote social cohesion.

Stamp judiciously connects the school system of the province to national and provincial political and social events. The concern for a more practical secondary school curriculum is linked to the 1889 federal Royal Commission on the Relations of Labour and Capital as well as to the economic demands for skilled workers in the 1920's. Because of fears in the 1920's of labour unrest, agrarian discontent and a revolution in attitudes and moral values, Stamp argues, the schools played a major role in the moulding of the post-war generation especially at the secondary level. Adjunct volunteer agencies, such as the Ontario Home and School Association, the Junior Red Cross and the National Council of Education re-affirmed this belief in the instrumental role of the schools. During the Depression departmental officials were able to implement imaginative remedies to problems of financing, rural school administration and curricular reform because of this prevalent belief.

In *The Schools of Ontario,* therefore, Stamp responds to the challenge thrown him by J. Donald Wilson: "It will be most interesting to observe to what extent Stamp is influenced by the radical school in the preparation of his manuscript for the Ontario History Series . . ." (J. Donald Wilson, "Historiographical Perspectives on Canadian Educational History: A Review Essay", *The Journal of Educational Thought,* Vol. 11, No. 1, April 1977, p. 56). But he goes beyond the social science approach and gives his themes much more power and conviction by integrating them with biographical, religious and cultural factors, and by showing the importance of conflict in the shaping of Ontario's educational policies.

This is particularly evident in his discussion of Ottawa's bilingualism battle. In the first two decades of the century English-Canadian concern for efficiency and fear for the cultural solidarity of the province, Stamp argues, were focussed on the expansion of Quebec francophones into the eastern counties of Prescott and Russell. Conservative politicians such as James L. Hughes and later Howard Ferguson were supported in their campaign by the Orange Order and the Equal Rights Association. Matters were brought to a head in 1910 when one thousand delegates at an Educational Conference of French Canadians of Ontario met in Ottawa and formed their own society, which made aggressive demands on the provincial Conservative government for bilingual schools. Stamp uses Archdiocesan records, biographies of key political figures and the letters of Bishop Michael Fallon to reveal the complex issues surrounding the infamous Regulation Seventeen of 1912. He attributes the settlement of the crisis fifteen years later to the key roles played in the Unity League by Hughes and by C. B. Sissions. Premier Ferguson's careful preparation of the 1927 legislation and the mediating role of F. W. Merchant, considered by many to be the villian responsible for Regulation Seventeen, Stamp concludes, also were crucial factors. Befitting his French origins, Merchant's continued efforts to improve the standards of both French and English led to resolution of the controversy and more equal opportunity for French-speaking students in the 1930's.

Stamp picks up this theme again when it becomes a critical issue in the 1970's. Despite the goodwill expressed by Premier John Roberts in his Confederation of Tomorrow Conference, French-language schooling for francophone pupils continued to be plagued by unqualified teachers, lack of french-language secondary schools and by a high drop-out rate of students. Using statistics from the federal Royal Commission on Bilingualism and Biculturalism as well as newspaper reports of speeches by the Premier, Stamp once again attributes a deliberate change of policy to the actions of individual leaders — Robarts and his successor as Minister of Education, William Davis. Within three years 28,000 students were attending French-language public schools. Stamp does not conceal the fact that acrimony continued in some regions, nor that unilingual segregation was developing in the high schools of northern and eastern Ontario. Special legislation even had to be passed to force recalcitrant Anglophones in Essex County to allow francophone rights to secondary education.

In his epilogue Stamp acknowledges that French language and separate school rights and privileges continue to trouble Ontario, as do ethnic and minority demands for equal treatment. One of his basic assumptions stated in his Preface is that the educationl system of the province tended to evolve in comparative isolation. He believes that such distinctive features as Grade 13 and the provisions for Catholic separate schools as well as French-language bilingual schools have no precise parallels elsewhere. He further claims that, except for the New Education period, there were few outside influences on the province's educational system.

As a result of this position Stamp fails to acknowledge the frequent visits Ontario teachers and administrators made to the United States, nor the high percentage of Canadian educators who studied at American universities,

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 fourh 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 insighful 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: "Statiscally, 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