forces behind the evolution of the Association. In so doing, they have, no doubt inadvertently, given the CEA less credit than it is due.

David Jeary
Calgary, Alberta

Des Dixon, R.G. (1992). *Future schools and how to get there from here: A primer for evolutionaries.* Toronto: ECW Press, 505 pp., $16.95 (softcover).

R.G. Des Dixon's *Future Schools and How to Get There From Here: A Primer for Evolutionaries* is a truly remarkable book for a number of reasons, not the least of which is the request of the author that it be considered as a piece of art that makes its own statement and not as a research report. It contains virtually no references, has no bibliography, and includes a grand total of four footnotes, all in the first chapter. And despite the 1992 publication date of this text, most of the books mentioned therein were published at least 20 years ago. One of the few recent books referenced is *The World We Created at Hamilton High*, which Des Dixon attributes incorrectly to Charles R. Lawrence 3rd instead of to Gerald P. Grant, my distinguished colleague here at Syracuse University.

The absence of documentation is especially irritating when Des Dixon provides data that one would like to be able to pursue. For example, in arguing for early childhood education, he writes:

> Studies show that seventeen percent of children have identifiable and treatable psychiatric disorders, most related in some degree to inadequate parenting. Only about one in five is ever identified and treated by a specialist. The rest, about 135 walking wounded in a typical elementary school of 1000, are left to be behavior problems, truants, misfits, failures, dropouts, and delinquents.

> Even if they were identified, it would be too late to treat them properly at age five or six. But if they were in school as babies, children with emotional problems could be identified with ninety percent accuracy and most of them successfully treated long before the too-late age of five. Total cost of successful treatment of an infant (about $2,200 in 1992) is one 25th the annual cost of much less effective residential treatment for a teen. (p. 302)

Such claims for the accuracy of diagnosis and treatment of emotional problems are so extraordinary that many readers would want to pursue them further. Unfortunately here, as elsewhere, this is not possible.

However, this is a fascinating, stimulating, and in many ways rewarding book written in the self-confident manner of a consultant's presentation. The proposals are presented as self-evident with great splash and flash. The important ideas are all printed in boldface type like theses on an overhead transparency. There is a general air of cocksureness in what is proposed, and there is an authority all about which makes documenting facts seem unnecessary. This book is a godsend for anyone who must make educational policy addresses and hasn't the time to do the thinking or research to produce an acceptable speech. One can make grand sweeping claims and proposals, citing the work of Des Dixon, never noting that Des Dixon never bothered to document the claims and data being quoted or to deal with such practical matters as how to attain the reforms he proposes.

Nevertheless many of Des Dixon's proposals have great appeal if only because he describes solutions which have great promise, even if the chances of their implementation are low. For example, he describes the demands of work at jobs outside school, in the home, and in the school itself as economic exploitation of the young and argues "society has to find a method of providing children, particularly teens, with a guaranteed and adequate income" (p. 213). He goes on to propose that children be paid through the school for the job of attending school (p. 214), that no more than two absences per semester be acceptable without some sort of attendance hearing before a student and/or staff group (p. 222), that all social service professionals providing services to children should be

permanently housed in schools (p. 225), and that schools should include residences for teenagers who cannot live at home (p. 236). The normal school day should be seven hours, and the normal school year at least 220 working days for both students and teachers (p. 226). Unfortunately he neglects to describe how to implement these proposals.

Similarly whether one agrees with the details of Des Dixon's proposal for a new model of schooling, one must admire the boldness of his vision of a school that replaces the classroom with a living room that is the center of the student's life in the school. The living rooms are presided over by human interactors who are typically bilingual generalists responsible for evaluating all a student's learning activities in consultation with the student and subject area support personnel. The human interactor is supported by lecturers, tutors, and consultants who are responsible for subject area learning. The school is open to all members of the community "from infants-in-arms to centenarians" (p. 470) and operates both day and night programs. Some staff members will live in the student residences at the school, as well as volunteer couples, especially elderly couples who appreciate the opportunity to live in a vertically integrated social group. This may not be the best or even the most desirable future school, but is does seem as though it would solve a lot of the problems we now have.

However, it also points up the greatest weakness of the book — the erroneous title. Des Dixon never delivers on his promise of providing "a primer for evolutionaries" because he never tells us "how to get there from here."

Tom Rusk Vickery
Syracuse University