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Boys Together; Contemporary Approaches to Moral Education; and Foundations of Moral Education

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BOOK REVIEWS

Boys Together: English Public Schools, 1800-1864, by John Chandos. Yale, 1984. 411 p. (\$29.95).

With the current plethora of books citing real and imagined malfeasances of modern American education, it is refreshing indeed to discover historian John Chandos' intimate and illuminating study of the English Public Schools of 1800-1864, **Boys Together**. Drawing on diaries, memoirs, letters and manuscripts (published and unpublished), Chandos gives the reader a front-row perspective of life in 19th-century public schools prior to the Clarendon Commission reforms of 1862-1864. Gone is the image of the pious and obedient scholar dedicated to God, school and country. In its stead Chandos reveals a subculture where brutalities and humiliations were commonplace and rebellion, debauchery and social corruption were not the exception but the rule.

In his skillfully researched text, the author seeks not only to reveal the oft-times shocking life styles of the students who attended and governed these institutions, but to analyze the prevailing social climate in which these schools were permitted to function and flourish. At a time when the purpose of the public schools emphasized the necessity of turning out mannered men of respectable character who were libera of mind and generous of nature, society also was calling for men to be fully prepared for the roughening and disappointing realities of adult life.

The prevailing societal dichotomy regarding acceptable public school practice gave way to an outpouring of public criticism. As Chandos indicates, one of the most frequently voiced criticisms of the schools concerned the universal practice of "fagging," a system in which younger scholars performed prescribed duties for their senior classmates, or masters, and in return for their services received protection. Unfortunately, such was seldom the case. The author quotes Etonian George Lewis in the **Edinburgh Review** in which Lewis defines fagging as "the only regular institution of slave labour enforced by brute force which exists in these islands."

Among other criticisms notes is that of student-governance. In an environment which adhered to the traditional practice of senior scholar control over junior scholar, and to varying extent, schoolmasters as well, any attempt by internal or external forces to inhibit autonomy or self-governance was met with immediate rebellion.

The study appropriately concludes with the investigation of the Clarendon Commission into the administration, finance, curriculum, methods and instruction of the schools and the validity of the prevailing status quo. Past and present regard for scholasticism and civility are analyzed in lights of the changing mores of society and the reforms which would change the very nature of the English Public School are seen as reflecting changes in life and society.

While Chandos' rhetoric is frequently biased and his stance, depending on the readers' persuasion, debatable, his narrative is lively, authoritative and well documented. His study is a must read for scholars and academicians of education and 19th-century England and a recommended tome for readers of non-fiction.

—reviewed by Susan Day Harmison
Book Review Editor

Contemporary Approaches to Moral Education: An Annotated Bibliography and Guide to Research, by James S. Leming. New York: Garland Publishing, 1983 (\$53.00).

Foundations of Moral Education: An Annotated Bibliography, by James S. Leming. Westport, Connecticut: Greenwood Press, 1983 (\$35.00).

In recent decades there has been a surge of interest in the subject of moral education. People have become concerned with the lack of attention given moral education as well as the decline of moral and ethical standards.

James S. Leming is a professor of education at Southern Illinois University. In these two volumes he has attempted to chronicle and summarize some of the major developments in the field of moral education. The time covered in both bibliographies is the period from the mid-1960s to 1981.

In **Contemporary Approaches to Moral Education**, Leming presents important research and analysis surrounding the "practical" side of the moral education movement. Whereas this volume is a guide to the literature on the practice of moral education, the companion volume, **Foundations of Moral Education** is a guide to more theoretical philosophic and psychological literature on this issue. In **Contemporary Approaches to Moral Education**, for example, there are a number of references to the values clarification approach, which concerns the practice realm.

In **Foundations of Moral Education** Leming devotes the first major division to "Reflections on the Domain of Moral Education." References are predominately philosophical in nature, defining or clarifying the general purposes of moral education and related aspects. The second major division of the bibliography, "Moralization: The Learning of Morality," contains references that are taken largely from the behavioral sciences, with a third section devoted to "Additional Topics." This volume concludes with a section containing the major collections of readings on the topic of moral education.

Contemporary Approaches to Moral Education opens with a general analysis of those sources that present a broad overview of the field. Leming includes sections on values clarification, cognitive development, psychological or developmental education, humanistic or affective education, value analysis, directive moral education and a comparison of approaches. This volume concludes with a listing of bibliographies on moral education, collections of readings related to moral education, and special editions or sections of journals devoted to the topic.

Some valuable items have not been included: Gail G. Milgram, **Alcohol Education Materials: An Annotated Bibliography** (New Brunswick, N.J.: Rutgers Univ. Center of Alcohol Studies, 1975) and Grace M. Barnes, comp., **Alcohol and Youth: A Comprehensive Bibliography** (Westport, Ct.: Greenwood Press, 1982). Substance abuse is an enormous problem and certainly education materials addressing the issue fall into the category of moral education. While it would not be possible to include all references on alcohol and drug education (nor necessary), it would be advisable to include bibliographies on the subject. The same would be true of other related areas such as a "bibliography of bibliographies" on substance abuse education and business

ethics in education.

This criticism should not take away from the obvious quality of these two bibliographies. James S. Leming has contributed to our collective understanding of moral education in considerable ways by the publishing of these volumes. Indeed, the publication of both volumes takes place at an appropriate time, as the U.S. (and other countries) at-

tempts to come to grips with the necessity of moral education. These bibliographies will enable scholars, policymakers and citizens in general to gain a more comprehensive view of the literature on moral education.

—reviewed by **Thomas D. Watts**
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