

highlights the trajectory of lesser-known groups who also impacted on the cultural landscape, including Household Name and Another Colour.

Despite the liberating ethos and societal shifts associated with of this era, traditional social structures often remained in place. Butt's account is granular in his documenting of this, exploring for example how the large intake from the nearby prestigious Sevenoaks Grammar School influenced the University environment. The Poly provided more access for working-class students and those with British immigrant parents, although Black and brown students still formed a tiny minority before the 1980s.

Punk infected youth culture across the board, and Butt is careful to highlight working class punk and goth/post-punk bands without an art school connection. The student bands were accused of receiving disproportionate attention from the music press as *the* voice of Leeds, and Butt acknowledges these rifts and disparities, while arguing that punk bohemianism to some extent transcended reductionist binaries. This transcendence is something that was enabled through the overhang of welfarism that still existed into the 1980s, which facilitated both people receiving dole money, and poorer students with maintenance grants, to form bands.

Butt provides a document of bands who created their own version of (post) punk, away from the London-based Svengalis who dominate the narrative. This is a story where the politics of gender, race, and sexuality are foregrounded. The book provides a fascinating insight into how the budding bands built on the collaborative approach championed in the art schools, forming overlapping groups of friends and enabling cross-cultural and social experimentation.

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Sue Winton

Unequal Benefits: Privatization and Public Education in Canada

Toronto: University of Toronto Press, 2022. 208 pp.

In this book, Sue Winton provides a compelling, engaging, and accessible case for her concerns about the growth in recent years of privatization in public education across Canada. In her scholarly work, she is known for her critical approach to education policy (for example, Sue Winton and Gillian Parekh's 2020 book *Critical Perspectives on Education Policy and Schools, Families, and Communities* and Sue Winton and Steven Staples' 2022 article "Shifting Meanings: The Struggle over Public Funding of Private Schools in Alberta, Canada").

Winton has organized this book into five chapters plus an appendix. Each chapter opens with a brief narrative to engage her readers in the discussion to follow. For example, the opening narrative in chapter 1 recalls her experiences with Scholastic book fairs as a student, a teacher, and then as a parent volunteer. While generally

popular with students and parents, Winton shares a hurtful experience for one child who could not take home a book because his parents had not provided any money for him to purchase the book. This scenario sets the tone for the whole book and raises this question throughout: What about students who are not receiving equal benefits from school programs and policies that are influenced by privatization?

In the first chapter, Winton describes her intended audiences for the book, including parents of school-age children, policy makers, and education policy researchers. While acknowledging that confidence in public education is high, she expresses concern that this high level of support may be the result of public schools adopting policies and programs that introduce various manifestations of privatization. Winton summarizes privatization as the movement of one or more aspects of a public good or service to the private sector. She then identifies two types of privatization in education: exogenous and endogenous. She describes *exogenous* privatization as bringing the private sector into public schools to take on roles once fulfilled by the public sector, while *endogenous* privatization involves introducing ideas, practices, and values of the for-profit sector into public education. A foundational point in this chapter is Winton's description of the public school ideal: (a) universal access to all school-age children for free; (b) all schooling costs paid by the government; (c) all students have equal opportunity to the benefits of schooling; (d) decisions are made through a public political process; and (e) schools must serve the public interest. She returns to the elements of this public school ideal throughout the remainder of the book. She closes the chapter with one more fundamental issue for her—critical democracy—defined as a commitment to eliminating inequities and oppression and economic, political, and social justice for all.

In chapter 2, Winton distinguishes between traditional and critical policy research approaches. She summarizes the emphasis of the traditional approach on rational decision-making through a defined policy-making cycle for the purpose of effective problem solving. By contrast, Winton describes critical policy approaches as attending to power, context, and language in policy processes. Winton positions herself as a critical policy researcher and, for those interested in pursuing such research, she invites readers to the appendix where she describes the steps in conducting a critical policy research study.

The first two chapters provide the conceptual foundation for the next two chapters in which Winton uses critical policy research to examine policies and programs that she claims enable some students to benefit from public education in ways that others cannot. In chapter 3, she focuses on how private money enters public schools and districts through fundraising, school fees, and international student tuition. On the topic of fundraising, Winton provides responses to questions about how much is raised, for what purpose, and who benefits and loses. As for school fees, Winton cites provincial policies regulating what school services, programs, and resources may be subject to fees. She shares examples of students who are unable to pay these fees and thus miss out on educational experiences, describing this as contrary to the public school ideal. Winton then turns to the pursuit of international student tuition undertaken by some school districts and encouraged by provincial governments. While

acknowledging that the presence of international students in Canadian schools may enrich learning about other cultures, she criticizes the explicit commodification and marketization of education that occurs when school districts are encouraged to compete for international students and the revenue that follows them, with the result that school districts will have unequal funding to support their schools.

In chapter 4, Winton describes the implications of policies related to specialized programs and school choice as leading to some student obtaining private benefits from public education. She points to education policies that commodify education systems as illustrative of endogenous privatization. Winton reviews examples of alternative and specialized programs in public schools, such as International Baccalaureate and French immersion, pointing out that these programs tend to favour high achieving and other students from advantaged backgrounds. She then turns to schooling options of charter schools, private schools, and homeschooling. Her major objection to these options arises when public funding is provided for these options, which occurs in some provinces, as Winton claims that these private benefits lead to segregation and stratification in schools and society.

In the final chapter, Winton offers ways to support public education, citing her commitment to critical democracy described in chapter 1. Suggested strategies include staying informed, asking critical questions, knowing what you are up against, and knowing that public education is worth fighting for.

A major strength of this book is Winton's clear definition of privatization in contrast to the public school ideal. While a point of concern for some readers could be her sometimes unrealistic insistence on the public school ideal at the expense of variety and choice in public schooling, she insightfully points out the need for us all to be clear-eyed about the effects of privatization in education.

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Keith A. Mayes

The Unteachables: Disability Rights and the Invention of Black Special Education

Minneapolis: University of Minnesota Press, 2022, 402 pp.

The Unteachables is a long-awaited text for many working and studying in the areas of disability and Mad studies, Black studies, and education studies more broadly. Presenting a formidable institutional critique of special education as a system that “mirrored other systems of separation in the United States” (20), Mayes traces the history of special education in the United States with incredible patience and poise, effectively putting up for question the utility of special education as a continued field of study and practice in US schools and beyond. The moments in American history that Mayes weaves together to tell a story of Black special education and its fiction of