

not to say that *Les manuels* is ahistorical, but rather that it presents the perennial questions of cultural policy both in historical perspective and in terms of general policy. In this sense, *Les manuels* is a work of "historical policy study."

Although the book is French in outlook and in emphasis, it does make a bow in the general direction of Europe and the rest of the world. M. Choppin notes that INRP computer programmes are available without charge to any person or country wishing to build a complete data bank for its textbook production. But Canadian or American readers will be surprised by Choppin's assertion that his is the "first study exclusively about the history of textbooks, seen in their own right" and not as adjuncts in a history of curriculum or of state decision-making. It would be easy to make a list of a hundred books and doctoral theses on textbooks in Canada and the United States. Thus despite his computer literacy and internationalist yearnings, Choppin is francocentric in his views of publishing and of historical inquiry.

Les manuels is a *manual*, probably intended for senior-level students in French teacher-training schools, for educated general readers in France, and for people in the textbook trade itself. Of its kind, it is very good. A North American historian will find that Choppin painlessly and conveniently summarizes complicated educational and administrative history in a book ostensibly about something else! This accidental achievement is not the least of its charms. Its bibliography (pp. 218-23) shows, too, that it is a reliable, if scant, guide to recent historical and

sociological studies of the textbook. Anyone who has tried to study the history, politics, and/or economics of textbook production will know how scarce the documentation is, how carefully producers and evaluating authorities (usually branches of government) try to "cover their tracks." We are thus beholden to M. Choppin for giving us this straightforward account, and for recovering at least a little of the lost history of textbooks in France.

Choppin left me wishing for Canadian and American equivalents of his book, and hopeful that someone, somewhere is thinking of imitating the INRP's example in this country. For it is true, as Choppin writes in justifying the expense of his computerized historical record of textbooks in France, that "le manuel constitue pour l'historien, qu'il s'intéresse à l'éducation, aux sciences, à la culture ou aux mentalités, une source privilégiée et d'autant plus précieuse que l'on sait qu'il a longtemps constitué la base principale, la référence des pratiques quotidiennes des enseignants" (p. 198).

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Diana Moore and Andrea Schwenke. *New Brunswick Schools: A Guide to Archival Sources.* Fredericton: Acadiensis Press, 1992.

In 1947 Katherine MacNaughton's excellent monograph *The*

Development of Theory and Practice of Education in New Brunswick 1784-1900 was published. This book was both a path-breaking study of the history of education in one Maritime province and an insightful introduction to the social and intellectual development of the people in that area. Yet, ironically, when history of education emerged as a significant branch of the so-called "new social history" two decades later, New Brunswick historians were slow to move into this field. As the editors of this first-rate bibliography note, with a few exceptions, "in the area of primary and secondary schools New Brunswick history remained a neglected field."

Why did this happen? Again according to the editors, "Maritime authors have been discouraged by the problem of sources." The difficulty was in locating them and then traveling to the repositories. They were scattered around the province and housed in a variety of institutions ranging from the Provincial Archives of New Brunswick (PANB) in Fredericton to holdings in local historical societies which are often located in out-of-the-way places and sometimes are only opened to researchers by appointment. Imagine perusing documents belonging to the Charlotte County Historical Society while sitting in the old jail in St. Andrews? Delightful idea? Yet, these local groups are to be congratulated for preserving and recording the history of their towns and villages. So many primary sources have been lost to the ravishes of time or have been destroyed by accident, neglect, or deliberate action. Perhaps this publication

will spur other individuals or groups to come forward with "hidden" or misplaced materials and put them at historians' disposal.

Publishing this excellent guide should go a long way to solving the problem of locating documents. The editors seemingly have milked every possible source in New Brunswick in compiling this record. The result is impressive. Just dipping into the pages at random quickly reveals the immense potential for research. There are copious school enrolment and attendance records so beloved by quantifiers and demographers. There are scrapbooks, such as the one on the fate of one-room schools which Marion Dunphy put together as a centennial project. The work of students and classes is noted. The PANB has a collection of weekly newspapers handwritten and illustrated by the students at the Charlotte County Grammar School in 1895. Letters and reminiscences by teachers have been preserved. Annie DeLong spent forty-two years as a teacher in the village of St. Martins on the Bay of Fundy coast and left a rich collection of her life and times to the Quaco Museum and Library. In a parallel example, the diaries left by the Rev. Canon C. Gordon Lawrence describe his experiences as a teacher in the early part of this century. (The editors list Lawrence as the chaplain of Trinity College School in Saint John. Actually that school is located in Port Hope, Ontario. Lawrence was once the rector of Trinity Church, Saint John.)

There are dozens of family papers listed which would give researchers ample opportunity to study family

strategies and the impact of the life cycle. Naturally, scores of Loyalist family records abound in this guide. The Chipmans, Hazens, and other famous Loyalist families are represented, giving an opportunity for a collective biographical approach. More recent families are also here. Premier Louis Robichaud appears twice. There are the official records of his administration in the PANB and a smaller collection in the Centre d'Études Acadiennes at the Université de Moncton. Here are letters he wrote to his parents while he was a student at the Juvenant Saint-Jean-Études and at the Université du Sacre-Coeur in Bathurst. What might these youthful epistles disclose about the impact of his educational experiences on his choice of a vocation and the development of his political ideas. Church archives are numerous in this province. Many deal with the Roman Catholic Church's involvement with schooling, especially the Acadian aspect. Similarly, there is a wealth of information on the development of the Methodist educational activities in the very impressive archives at Mt. Allison University.

In the field of New Brunswick historiography there are probably no more famous names than John Clarence Webster, W.F. Ganong, and W.O. Raymond. (The latter is not listed in the index). All three laboured diligently in the early part of the twentieth century to put New Brunswick historical writing on a sound basis. They ferreted out and compiled various types of documentary collections which generations of students have profitably used. Each is represented in

this bibliography for they all collected material on the province's early educational history.

And so it goes on, page after page and entry after entry—as delightful as a lobster feast on a warm summer's evening. For a former native New Brunswicker, as this author is, it was like visiting old friends. As the old cliché states, this bibliography is a veritable treasure trove. It has 548 entries drawn from 24 separate archives. Each entry has a short, clear description of the repository's contents and there is a very useful index. New Brunswick historians of education can no longer complain that they do not know where the sources are located.

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Alejandro Tiana Ferrer. *Maestros, misioneros y militantes. La educación de la clase obrera madrileña, 1898-1917 (Teachers, Missionaries and Militants: The Education of the Working Class in Madrid, 1898-1917)*. Madrid: Ministerio de Educación y Ciencia, 1992. Pp. 454.

This book is the product of the author's doctoral dissertation which received the National Prize of Research and Educational Innovations in Spain in 1985. After a preface by Julio Ruiz Berrio, from the prestigious Universidad Complutense in Madrid, there is an introduction, nine chapters, and a conclusion, including a lengthy