

Rodgers, and Murray Edelman; the second resting on, among other works, Anatol Rapaport, *Operational Philosophy*, Richard H. Brown, *A Poetic for Sociology*, Israel Scheffler, *The Language of Education*, and Max Black, *Models and Metaphors*. Solely because of these two essays, the money paid out for this book will not be wasted. They offer tantalizing glimpses of fresh perspectives and might provide some stimulus for curriculum theorists and historians of curriculum, still stuck in the mid-twentieth century, to join the (post)modern intellectual world. Regrettably, however, there is no connection between these essays and Kliebard's historical pieces. It is difficult to conceive how someone who could write these two essays could practice history as if he were unaware that his historical pieces are "models" and "metaphors"; that they possess an irreducibly rhetorical, which is to say, metaphorical, status; or that not only is the rhetoric of the vocational education movement a form of "symbolic action," but so is the rhetoric of the child-study movement and that of the scientific curriculum-making movement. And so by its inclusions and exclusions are his own books and essays. But then, Kliebard is no different than most historians of American education who deny or are oblivious to the fact that the practice of history might entail rhetorical, philosophical, or other methodological considerations.

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Jocelyn Motyer Raymond. *The Nursery World of Dr. Blatz.* Toronto: University of Toronto Press, 1991. Pp. xiv, 260. \$35.00.

The 1920s and 1930s were heady days for the child study movement in North America. Fuelled by an increasing interest in the psychology and welfare of the child, a powerful belief in the knowledge of child "experts," an interest in parent education, and the philanthropy of the Laura Spelman Rockefeller Foundation, university-based laboratory nursery schools and departments of child study were established at numerous campuses in the United States and at McGill University and University of Toronto in Canada. The U.S. Office of Education reported the number of child study-type nursery schools increased from 3 in 1920 to 203 in 1932; half of those in 1932 were university-based programmes. A related movement which shared the emphasis on parent education was the co-operative preschool movement which grew from 262 programmes in 1930 to 1,700 in 1933.

The interest in facilitating children's development through "scientifically-based" observation and intervention is reflected in two of the *Yearbooks* of the National Society for the Study of Education. The 1929 *Yearbook* was devoted to *Preschool and Parental Education* and the 1940 *Yearbook* was entitled *Intelligence: Its Nature and Nurture*. The contents of the latter volume included such papers as "A Longitudinal Study of the Effects of Nursery School Training on Successive Intelligence-Test

Rating"; "Influence of the Nursery School on Mental Growth"; "The Mental Development of Nursery-School Children and That of Non-Nursery-School Children"; "A Follow-up Study of a Group of Nursery School Children"; "Subsequent Growth of Children With and Without Nursery-School Experience"; "IQ Changes During Nursery-School Attendance at the Merrill-Palmer School"; and, "Does Attendance at the Winnetka Nursery School Tend to Raise the IQ?"

Dr. William E. Blatz (1895-1966) was the major force for the child study movement in Canada. In 1925 Blatz founded what was to become known as the Institute for Child Study at the University of Toronto and retired as its Director in 1960. It is widely acknowledged that the interrelated fields of child study, child welfare, and early childhood education in Canada were given much of their public visibility by Blatz. It is appropriate, then, that a book on Blatz's life has recently been published in an attempt to document the man's life and his accomplishments.

The author, Jocelyn Motyer Raymond, describes Blatz's family background beginning with his parents' upbringing in Germany and continuing through his birth, education, and initial training as a physician. Raymond provides some background information on the child study movement in the U.S. and on Blatz's appointment to head the St. George's School for Child Study (later, the Institute for Child Study) in 1925. She describes the work by Blatz and his colleagues to design a safe and

"secure" (a very important word for Blatz) environment based on careful observation and monitoring of the child. Raymond discusses Blatz's attempts to communicate his theories on child-rearing to an eager generation of young parents through public talks and publications in popular journals. Blatz's work with the Dionne quintuplets in the 1930s and his establishment of day nurseries in England during World War II are also covered in this volume.

While well-intended, this book is open to criticism on at least two fronts. First, the book is less a biography than a description of Blatz's life. It is indeed a record of what one of his former disciples considers his outstanding accomplishments in a lifetime of work with children. The volume offers little, however, towards understanding Blatz in a broader context. From an early childhood perspective, neither Blatz nor his disciples ever acknowledged the contributions of such pioneers as Maria Montessori, who had been publishing her work with children for at least twenty years by the time Blatz started a child study nursery school at the University of Toronto. Much of the pretentiousness of the Blatz circle arose from either an ignorance of or an intentional snubbing of other (non-North American? female?) scholars and practitioners. A strong sense of creation of theory *ex nihilo* pervades all of Blatz's writing. A thorough biography of this man most certainly should examine his contributions within the wider panoply of early childhood educators.

A second drawback to the book is that it is more hagiography than biog-

raphy. The author is admittedly an enamoured former disciple who feels that it is important to articulate an historical record in which Blatz is appropriately revered. The fact is, the man was not universally revered and there was no insubstantial opposition to aspects of his work. In this book, however, opposition to Blatz and controversies surrounding him are dealt with in a most casual manner. The "teacher as expert" approach which created an entire literature of condescending "parent education" materials was not without its articulate opponents. Blatz's role in the early upbringing of the Dionne quintuplets as a child study experiment based on perceived parental incompetence was similarly subject to intense discussion and debate. And Blatz's and the child study movement's near-exclusive emphasis on middle-class children in single-income families has long been (and continues to be) decried as a narrow and distorted lens on the world of childhood.

While limited by these drawbacks, Raymond's volume does contribute to our understanding of an important figure at an important time in early childhood education in this country. She has been extremely thorough and has made extensive use of previously unstudied documents and archives. (Citations to these references are carefully documented in her footnotes but the book would be further enhanced by a complete listing of Blatz's scholarly and popular writings). Supplemented by interviews with friends and family members, Raymond has provided a description of the life and activities of Blatz. The

task of offering critical insight into the life and times of this compelling figure still remains.

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Antoine Prost. *Éducation, société et politiques. Une histoire de l'enseignement en France, de 1945 à nos jours*. Paris: Éditions du Seuil, 1992.

Antoine Prost is one of France's leading French historians of education. His pioneering *Histoire de l'enseignement en France 1800-1967* (Paris, 1968) remains a good introduction to the field, despite the plethora of works published since. He also penned the final volume of the multi-volume *Histoire générale de l'enseignement de l'éducation en France*, t.4, *L'École et la Famille dans une société en mutation* (Paris, 1981), ed. L.H. Parias. He has also written numerous articles in a number of journals and newspapers about contemporary educational trends and has acted as advisor about education to the government of Michel Rocard. *Éducation, société et politiques: Une histoire de l'enseignement en France*, is a collection of previously published articles about French education, three of which have appeared in collections in English: "Schooling and social stratification: paradoxes of the reform of the middle school in 20th-century France," in Achim Lechinsky and Karl Ulrich Mayers, eds., *The Comprehen-*