

master's degrees or doctorates in other countries. Many Canadians were going to the United States and some to Great Britain for such work. This situation continues to this day, although Canadian graduate schools are now producing candidates in graduate music education and the situation has improved.

The growth of the Canadian Music Educators' Association and its development, and the affiliation of the Canadian Music Educators' Association with the International Society for Music Education are described. It is clear as one reads this portion of the volume that much is still left to be done, that we are a profession that is far from completely united. We still need to work towards common purposes and goals.

In the epilogue the authors say "It was difficult to know where to begin a history of music education in Canada. Even after the main strands of activity were identified, it seemed impossible to find well-defined patterns or to connect events which led systematically from the rustic conditions of colonial life to the complex, sophisticated society of an electronic age" (p. 441). I believe that writing this historical account of music education in Canada was an enormous job and I credit Paul Green and Nancy Vogan for doing it. Their organization of the material, the depth of their investigations, and the clarity of their writing all deserve praise.

Green and Vogan have clearly done their homework. The resulting book will certainly be of interest to those who are interested in Canadian music education in the years to come.

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Pénélope Caspard-Karydis et André Chambon. *La Presse d'éducation et d'enseignement, 18e s.-1940.* Tome I: A-C, 1981, 560 p., 176 F; Tome II: D-J, 1984, 688 p., 260 F; Tome III: K-R, 1986, 560 p., 210 F; Tome IV, S-Z et suppléments, 1991, 760 p., 350 F; Paris, I.N.R.P./C.N.R.S.

Since the mid-1960s, the history of education has been one of the liveliest areas of research into French history. Sociology students of Pierre Bourdieu and North American historians influenced by the *Annales* school have expanded its compass from pedagogy and politics into the realm of social history with particular emphasis on elites, the economy, family, literacy, religion, and women. The importance of this work is evidenced in the revised *American Historical Association Guide to Historical Literature* (forthcoming, 1993) which devotes a new section to French educational history, in which nineteen of the twenty books listed have been published in the last twenty-five years.

Reacting to this renewed interest in educational history and to its successes, a well-funded research centre, the *Service d'histoire de l'éducation* was installed in the *Institut National de Recherche Pédagogique* in 1977 with a mission to "promote research into the

history of education." One of the fruits of that centre has been the journal *Histoire de l'éducation* (reviewed in the Fall, 1991 issue of *Historical Studies in Education/Revue d'histoire de l'éducation*). Another is the 4-volume *La Presse d'éducation et d'enseignement, XVIIIe siècle-1940*.

Journals relating to the history of education have been abundant in France over the last two centuries. They have discussed a wide range of topics: Church-State relations, coeducation, curriculum, social purposes of schooling, politics (notably through attitudes toward the Revolution), and philosophy. Posts were won and teachers punished as a result of their contributions to journals. The authors estimate that about 10,000 periodicals might have been included in this bibliography. The editors omitted alumni bulletins, newspapers, scientific journals, and annuals. They also excluded periodicals of the twentieth century which published only children's stories (*divertissements*); they did include nineteenth-century "family journals" that inculcated messages about gender, morals, and society. The four tomes still provide information concerning 2,372 different journals. An annex to the fourth volume (1991) lists the titles of about 2,500 more relevant journals associated with a particular school, teachers' organization, or support (*patronage*) group for private schools. The list is exhaustive. Every journal that I have consulted or seen cited anywhere appears.

The volumes provide useful information for each of the 2,372 journals: year(s) of publication; editor, publish-

er, and place; objective as printed, usually in the first issue; a brief description of contents; the call number (cote) at the Bibliothèque Nationale or, if it is not in the national library, at the *Institut National de Recherche Pédagogique*. The call number is more than a time-saving measure, for the Bibliothèque Nationale's own index of periodical literature for the nineteenth century is haphazard and an apparent mystery even to the librarians who assist scholars. Each volume includes a variety of useful indices, organizing the journal by Département, year, organization or school, name (e.g., editor or member of the board of directors), and content. Thus, one can quickly trace down all the relevant publications from any area of France for any year. The volumes are a valuable bibliographic aid that will assist scholars for decades. I certainly wish that it had existed when I began my own research in 1966.

It is unfortunate that the project was not undertaken sooner. Attempts to compile bibliographies of the educational journals were made as early as the 1880s (most accessible to North American historians is Ferdinand Buisson, *Dictionnaire de pédagogie et d'instruction primaire*, Paris, 1887. Others are mentioned in the "Introduction" to the first volume of *La Presse*.), but the final volume of this ten-year project has just appeared. By dint of individual effort, scholars have uncovered and consulted most of the more important publications. Although the *Histoire de l'éducation* lists annually about 1,200 scholarly publications in the field of French education—very broadly conceived—

pathbreaking works, save for the schooling of girls, are becoming fewer. The richest historical lodes have been mined if not emptied.

For the very reason that so much research has been done in recent years, the authors might have conceived the project somewhat differently, with greater weight given to major journals. As an example, *L'Ami de la jeunesse*, which lasted less than a year and whose date is unsure (avril-septembre 1903?), receives the same space as *L'Ami de la jeunesse et des familles*, which appeared continually from 1825 to 1913. The five lines describing the contents of the latter volume are inadequate to describe changes and modifications over nearly a century. I do not know what further work the authors intend but a shorter list with an analysis of contents for major journals might be appropriate. The editors indicated a desire to produce an "analyse de contenu" of journals, but there is only the briefest description of contents for any of the periodicals. The publication essentially is an annotated bibliography.

Within its limits, *La Presse d'éducation et d'enseignement* is a model of energy and precision. As new historical questions open, future scholars will have at their disposal a valuable tool to consult. By using the chronological and geographical indices, even the short descriptions provide a way of comparing how subject matter has differed over time and space.

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John Roach. *Secondary Education in England 1870-1902: Public Activity and Private Enterprise.* London and New York: Routledge, 1991. Pp. 279. \$106.50.

This is a solid and detailed survey of the various types of secondary schools which flourished in England between the 1870 Elementary Education Act and the Act of 1902 which reorganized secondary education. These thirty-two years were a formative period during which the lineaments of a state system emerged and the independent—so called "public"—schools strengthened their position as a secondary sector outside state control. Roach attempts to bring clarity and order into the bewildering variety of public, private, independent, and proprietary institutions that could claim the name "secondary" in this period by dividing his text into five sections: the endowed schools; publicly funded secondary institutions; the independent "public schools"; private and semi-private foundations; and the various types of schools for girls. Much of the text is based on secondary sources, and brings together recently published material. Almost all the detail one needs to know about secondary organization, finance, curriculum, teaching staff, and pupils (including their social-class background), can be found in this volume.

Roach makes good use of the endowment files in the Education records in the Public Record Office to analyze, in some detail, the work of the