

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

Endowed Schools Commission, established by Gladstone's Liberal Government in 1869, and the Charity Commission, which succeeded it in 1874. Endowed schools were mostly grammar-type institutions—but included some hospital schools—whose finance came from the wills of founders, often centuries old. The Commissioners were charged with modernizing the ancient and sometimes idiosyncratic statutes, guided by the principle “better education as the reward of merit.” Many of the original endowments had been in favour of the poor, and in rationalizing these provisions the Commissioners often appeared to be favouring the middle classes, who were in a better position to take advantage of opportunities offered by grammar schools. The issues in each case were different and often complex, and opposition came from both conservative traditionalists and liberal-radicals who wished to bring the schools under democratic control. The outcome was often a compromise, as Roach shows in considerable detail. But on the whole the Commissions succeeded in modernizing the financial structure, organization, and curriculum of many foundations.

The most significant development in the secondary sphere, however, was the growth of a large number of entirely new institutions, the higher grade schools. These were the creation of the rate-aided School Boards set up in 1870, and were, in effect, secondary-type schools, financed by local taxation, growing naturally out of the Board Schools, and providing secondary education, often of a scientific type, for older children who had

graduated from the elementary sector—an outcome not foreseen by the authors of the 1870 Act. Many school boards used monies provided by grants from the Science and Art Department and Technical Instruction Committees to further this secondary-style instruction.

The section on the so-called public schools is perhaps the most interesting in the book. The author covers familiar ground, making good use of anecdote and sketches of personalities, and includes summaries of recent research on the imperial role of the schools and their concentration on classics and sport to the detriment of science and technology. The chapters on private schools—i.e., institutions run by individuals for a living—show them on the decline in this period, following their golden age in the first half of the nineteenth century. This type of enterprise, depending on the energy, personality, and scholarship of the principal and his or her ability to attract a middle-class, fee-paying clientele, was bowing before the competition of grammar schools and higher grade schools.

The final section, on girls' schools of various types—endowed, proprietary, private, semi-public, and so on—brings together much recent scholarship on the bewildering variety of institutions, many of them pioneering efforts, available to middle-class girls in these years. Roach points out, correctly I think, that on the whole these schools can best be seen less as a revolutionary development and more as a reform within structures that remained largely unchanged, leaving women in a distinctly inferior position.

They were trained "not to function as independent persons, but to become intelligent wives and mothers, more equal companions for their husbands and sons, better equipped to engage in social or voluntary work outside the home."

The title of the book might more accurately be "Secondary Schools in England," for Roach confines himself to empirical detail about institutions, and eschews the larger issues of national policy and political confrontation. The book reminds one of the sort of educational history that used to be written before historians began exploring education as state formation, the interaction of educational policy and the socio-economic environment, the implications of feminism, schooling as a formative factor in individual consciousness, the importance of systematization and segmentation in a nation's educational structure, and so on.

What is missing, I think, is a sense of the drama of state policy versus popular aspirations in the arena of secondary education. On the one hand, the democratically elected school boards, with a broad spectrum of support which included liberal-popular forces, the labour movement (which pioneered the concept of "secondary education for all"), and the Nonconformist churches, envisaged secondary education, on the model of higher grade schools, as a natural outgrowth of elementary education, thus providing a broad highway of educational advance, supported by local taxation, for the working class and

lower middle class. On the other, the largely Tory-Anglican forces wished to turn back such an advance and provide a separate, parallel, fee-paying secondary sector for the middle class, with limited working-class participation via a scholarship ladder. After bitter struggles, the conservative forces, by means of the 1902 Act, were able to do just this, thus dividing secondary education largely on class lines, a development which has caused tremors in the system ever since.

Roach describes the administrative aspects of this transformation, very summarily, only in his Conclusion. I feel that he would have written a more interesting, useful, and imaginative volume if he had integrated the scholarly details of schooling into a larger conception of the political struggles, ideological conflicts, and processes of transformation of the different sectors of secondary education that made this period one of the most exciting and important in the history of English education.

One final point: the publishers, apparently, have insisted on references, often a line or more in length, being placed in brackets in the text, which consequently often reads like a series of notes rather than a narrative. If this was intended as a cost-cutting measure it does not appear to have succeeded, for the price of the book in Canada is outrageously high.

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