

life-course model, but I suspect one could learn as much or more about the history of youth's experience by examining schooling, movies, and music through the ages. The author has left this task to others.

The lives of middle-class youth and women have both stimulated and been shaped by social change in twentieth-century America. And as both books demonstrate, the engagement of these groups with the forces around them has been complex, fascinating, and unpredictable. The lives of other American families, yet to be surveyed, will undoubtedly prove equally interesting.

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**Peter Gordon and Richard Szepter, eds. *History of Education: The Making of a Discipline*. London: The Woburn Press, 1989. Pp. 240. £22.50.**

In a collection of fifteen previously published papers, Peter Gordon and Richard Szepter present the development of history of education as a discipline from the early 1900s to the 1980s.

Their purpose, with particular though not exclusive attention to the British context, is to examine how and why the historical study of education has been transformed in the last twenty or so years.

In a refreshingly candid "Introduction," Gordon and Szepter defend a chronological arrangement of

papers that is shown to reflect the historiography of the time. Briefly commenting on the changes that have occurred, and with an emphasis on "the creative period" following the 1950s, the editors recognize the impact of European and especially North American traditions on developments in the field.

The chapter concludes with an overview of topics for further study and a valuable list of notes and references extending beyond the confines of British historiography.

The leading paper following the introduction is "The Study of the History of Education" (originally published in 1914), by Foster Watson. As a period piece it provides an examination of the value of history of education essential to teacher training, stressing the discipline's significance not only as a complement to technical concerns in the preparation of teachers but also as a means of comparing approaches to education in other periods. Watson claims that the history of education contributes to both a knowledge of the past for historians and a general understanding of education for parents and administrators.

B. Simon, in "The History of Education" (1966), argues for the social significance of educational history with an emphasis on the interdependence of institutions and ideas. A knowledge of the past for Simon is a "liberating influence" that will lead perhaps to a new future. "To study the history of education attentively, to discover just how and why the division of primary and secondary education became fixed at

the age of eleven...is to become aware that the main factors at work were often political and economic rather than educational and psychological" (p. 57). This social history fosters a "critical self-awareness" useful in studying the evolution of curriculum, the question of streaming, and the nature of the learning process. Such concerns may best be approached through topics or themes that disentangle "the strands which go to make up the very complex process of social change" (p. 69).

The studies of R. Szreter, "History and the Sociological Perspective in Educational Studies" (1969), and A. Briggs, "The Study of the History of Education" (1972), are of special interest. Szreter examines the relationship among history, sociology, and education with a special focus on epistemological questions. After concluding that history is a discipline while sociology and education are respectively a perspective and a field of study, Szreter remarks on the need for co-operation among the three, especially in the study of institutionalized education. The second part of the paper stresses the interdependence of history and sociology. Citing a number of thinkers, including C.W. Mills, M.J. Oakeshott, and H.A.L. Fisher, Szreter explores the nature of historical generalization and its relationship to particular cases. In the final section, he comments on the possibilities of sociology and history in the study of education, noting that such collaboration, though not completely harmonious, has potential that for too long has been overlooked.

For Briggs, the social component of the educational past can be explored in a variety of investigations including local history, comparative history, quantitative history, analytical political history, history of ideas, and "history from below"—the social history of the working class and other neglected groups—all of which are integral to the "new history." In the study of the English educational past, these approaches allow for the use of new methodologies and for the inclusion of sociological techniques and concepts.

The development of educational historiography in the latter part of the 1970s begins with C. Webster's "Changing Perspectives in the History of Education" (1976). Critical of the linear, antiquarian approaches to the educational past, Webster calls upon the social sciences to provide an empirical base for historical research. For British educational historiography, this "new history" has parallels with revisionist studies in the United States. Although Webster recognizes its value as a useful perspective in historical research, he questions the extended definition of education which it contains.

"Aspects of Neglect: The Strange Case of Victorian Popular Education" (1977), by H. Silver, provides an instructive analysis of problems in historical research. Silver's critique arises from his misgivings about the overall approach many have taken to the educational past. Following an overview of major successes in research into Victorian education, he expresses dissatisfaction with the "mass of books, articles, theses and

dissertations" which tend to ignore educational practice (p. 195). Statements of intent, motive, and policy remain separated from the social reality of the school in the community. This has also led to the neglect of such key historical figures as George Combe, Mary Carpenter, and others in the educational debate.

Comparing pre-1960 historical studies in the United States with those in Great Britain, Silver notes the similarity of ideological commitments "which have prevented important questions from being asked about the past." In the British context, this has resulted in the "acceptance by historians of crude models of social structure and social change" (p. 201). To avoid the use of unexamined concepts in the historiography of Victorian education based on what Silver calls "historical ideology," it is necessary to explore more fully the assumptions of historical research, to "test" interpretive social and historical theories, and to recognize the impact of ideological frameworks in establishing the direction of inquiry. It is not only necessary to see education in its interaction with society, but "to approach educational phenomena with sharper tools of analysis and insight" (p. 207).

R. Lowe's "History as Propaganda: The Strange Uses of the History of Education" (1983) concludes the anthology. Lowe remarks that educational history is once again under attack for its contribution to teacher education. This challenge to the discipline reflects both the emergence of such studies as educational administration

and curriculum theory, and the present economic crisis demanding accountability in programmes of higher education. Within the discipline itself, Whiggish tendencies in British educational historiography reflect a "lack of criticality" that is compared unfavourably to the strength of the revisionist debate in North America, with its close analysis of earlier work (p. 237).

Additional papers by H.M. Beatty, "The History of Education" (1917); J.W. Adamson, "A Plea for the Historical Study of English Education" (1946); W.H. Armytage, "The Place of the History of Education Training Courses for Teachers" (1953); G. Sutherland, "The Study of the History of Education" (1969); H.C. Barnard, "The Historiography of Education" (1970); A.C.F. Beales, "The Place of the History of Education in the Training of Teachers" (1971); J.E. Talbott, "The History of Education" (1971); and L. O'Boyle, "A Possible Model for the Study of Nineteenth-Century Secondary Education in Europe" (1978) round out the collection, each in its own way furthering the assessment of the discipline.

The Gordon and Szreter anthology provides a useful, though on occasion repetitive, analysis of the problems and themes central to the development of educational history as a discipline. The essays vary in quality, with the editors' "Introduction" and the contributions of Simon, Szreter, Briggs, Webster, Silver, and Lowe being especially informative and insightful. It may be argued, however, that the anthology

needs a concluding paper, one that in the light of these particular manuscripts pulls together the essence of educational historiography and speculates on its further cognitive and professional development. Such a task on doubt is difficult, since the variety of arguments presented by the authors cannot be easily assessed without repeating the already effective analysis in the "Introduction." Yet the reader in the end is left searching, wanting to know in the light of all this expertise where in a more substantial way the discipline is going, even though such an expectation exceeds the original purpose of the book.

Nevertheless, the Gordon and Szreter anthology is a thoughtful examination of educational historiography that in itself is a signpost in the growth of the discipline. From a Canadian perspective it points to the widespread influence of British and American historiographic traditions, telling us not only about the road we have travelled but, perhaps more importantly, of our identity as historians and teacher educators.

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**Charles R. Day.** *Education for the Industrial World: The École d'Arts et Métiers and the Rise of French Industrial Engineering.* Cambridge, Massachusetts: MIT Press, 1987.

*Education for the Industrial World: The École d'Arts et Métiers and the Rise of French Industrial*

*Engineering* is an important and definitive study of technical education in France since 1800. It reveals how social conditions, technological necessity, and an expanding educational system interacted to produce in the private sector a new managerial group drawn from working-class origins.

Day's book makes a number of related but distinct contributions. First, he writes a definitive history of the *écoles d'arts et métiers*. He demonstrates that those schools provided avenues of mobility to their graduates, technical training essential to industry, and an institutional framework by which France accommodated social demand while preserving its rigid, formal educational structure. These findings turn upside down common historical notions in general histories of French education and science about lagging technical education and a static French society.

Another contribution is in the area of the history of technology. This synthesis is impressive. Levels of schooling, their relationship, and their impact on the economy and society are all discussed intelligently. That contribution is unique. The major history of technical education in France has been that by Frederick Artz, *The Development of Technical Education in France 1500-1850* (Cambridge: MIT Press, 1966), and it makes no attempt to relate schooling to society, as Day does.

The author also paints a vivid picture of student life among the *gadzarts* (as graduates of the EAM were called), and how it contributed to lifelong ties among the graduates, who