

to institutions such as intelligence services, the police, and the military, whose primary mandate of protecting the state against external as well as internal threats engenders a politically conservative mentality at least among the higher echelons of these institutions. This argument, then, raises the question of whether or not military education by its very objectives is more akin to indoctrination than is the education provided by public school systems. Seen in this light, the military education of the Prussian Cadet Corps was highly effective and probably quite similar to equivalent cadet schools or military academies in other countries, although there were certainly differences in emphasis. In other words, the essentially coercive rather than humanistic rationale of these military educational institutions necessitates that their students develop a world view and identity that is distinctly different from the philosophical foundations of "ordinary" educational institutions, whatever the publicly stated objectives of military schools may be. Although Moncure briefly alludes to comparable institutions such as West Point (United States), St. Cyr (France), and Sandhurst (Britain), a comparative study of past and present forms of military education is needed to assess the full impact these institutions have on their respective societies and how the concept of military education fits into an overall theory of education.

However, these critical comments go beyond the task that Moncure had set for himself. As an historical study, *Forging the King's Sword* is a valuable scholarly contribution to the reader's

understanding of Prussian (and German) social and military history. The book is an excellent example of military historiography, the writing style is clear and to the point, and the extensive bibliography in itself will help to enhance the study of Prusso-German military history.

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**Service d'histoire de l'éducation (Institut National de Recherche Pédagogique, Paris). *Rapports Scientifiques. I: 1989-1992; II: 1992-1994.* Paris: Institut National de Recherche Pédagogique/Centre National de la Recherche Scientifique, 1992, 1994. Pp. 110, 107. No charge.**

The Service d'histoire de l'éducation is the single most productive institution engaged in research on the history of education. These two biennial reports help to show how and why it leads the world.

The service opened in 1970 with the appointment of a permanent "Commission" and a small staff—nine persons by 1973. It began by cataloguing work in the field across France, finding and listing relevant archival collections, and sponsoring or undertaking lengthy projects on sports history, the medieval university, literacy and schooling, and a complete atlas of French *collèges* of the seventeenth and eighteenth centuries. By 1975, this loose institutional arrangement no

longer satisfied, and by 1977 the operation had become the "Service," a research arm of the Institut National de Recherche Pédagogique. Its association with the CNRS in 1989 gave it additional resources and may have helped to cause a further reorganization in 1990.

The Service d'histoire de l'éducation is now housed in a Département de Mémoire de l'Éducation, along with the library of the Institut National de Recherche Pédagogique and the National Museum of History of Education. Since 1978, it has published more than sixty issues of the journal *Histoire de l'éducation* and forty-five volumes of original research and bibliography. Its researchers have in addition published many more volumes with university and trade presses in France and elsewhere. Among its fifteen current staff members are experts in computerization and record linkage, administrative theory, intellectual and cultural history, paleography, and more besides. Between 1992 and 1994, some eighty *lycée* and other teachers have participated in collaborative research projects at the Service.

Fully computerized, the Service has published or is publishing complete lists of every educational periodical in France 1700-1940, all second-language textbooks from 1789 to the present (Latin, Greek, Italian, and German so far), biographical dictionaries of university professors (nineteenth and twentieth centuries), and an invaluable annual bibliography (1,300 references on average each year). Its research guides, publications of original sources, and analytic studies are simply excellent. Its own

achievements are remarkable, but the Service is also agent in the 354% rate of increase in publication in history of education in France between 1958 and 1988. It is, of course, impossible to say how far the Service may take credit for this increase. Without it, however, the florescence of educational history surely would have been unlikely.

There are no exact analogues in modern history for the Service, hence the interest in explaining its size and its success. In the United States, Canada, Australia, New Zealand, Germany, and the United Kingdom, a variety of research projects, publications, and journals have enlivened the social history of education since the 1960s. None have persisted as have the Service and its work. Why is this?

The origins of the Service are significant. For nearly a decade a Commission of former university presidents and high Ministry officials ran it. They found money and gave the Service a public voice. By the mid-1970s, history of education was a major research interest in history departments around the world, and this helped the Service. The International Standing Commission for the History of Education made its appearance about this time. At the end of the 1970s and in the early 1980s, the French State became more generous with educational research. These circumstantial factors have made a great difference and would not be duplicated easily elsewhere. Pierre Caspard, Director of the Service, has since 1978 taken judicious advantage of circumstances.

This brings us to the research and development policies of the Service d'histoire, that is, to factors that *do*

lend themselves to comparisons with institutions and arrangements elsewhere than in France. I offer a list of five features of the Service's policies that may account for its continued good health.

(1) The Service committed itself early and completely to the computer. Its numerous publications have been hastened and facilitated by the databanks of the Service and will continue to be.

(2) In another early policy decision, the Service chose to undertake projects only when those projects were of demonstrable historical importance and not being (well) done elsewhere. To take one example, the historical study of language teaching is a "natural" in France, where that subject area, along with history, literature, and certain of the sciences, is tied up with the "national personality". The Service has worked hard in this field (and in history, literature, and science), now branching into related domains of technical, agricultural, and humanities instruction. Analogous reasoning led the Service to new work on the history of administration, now being studied in anthropological, prosopographical, and economic perspectives. The interests and abilities of the permanent staff must account for some of these decisions, although not all. Women's Studies and the history of childhood were being well done elsewhere in France, and thus do not have a central role in current Service activity.

(3) Service does more than 90% of all its work in Paris. This is a sensible choice in a unitary and centralized State. The same might be said anywhere: however much one may claim

to put value on decentralization, it is worth asking where one would get long-term support for research and publication in a highly decentralized arrangement.

(4) Service maintains effective contacts in the local media, and in national and international scholarly organizations. It is always represented at meetings of the International Standing Committee for the History of Education, at the International Congress of Historical Sciences, and the *Sociétés Savantes*.

(5) It need hardly be said: the quality and durability of Service staff account for much of its success.

The 1992-94 *Rapport* offers (pp. 75-92) a detailed "map" of the clientele of the Service. It gives various cartographical and statistical summaries of subscribers to the journal, of those who send and receive mail from the Service, of media mentions of the Service, and of conferences to which Service staff have gone. The "map" shows that Service clients are very like the clients of English- and French-language research enterprises everywhere. Our situations are surprisingly close, and this is all the more reason to pay close attention to the history and the reasons for success of the Service *d'histoire de l'éducation*.

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