

Other minor shortcomings are diction and inconsistency. Dr. Lindsey has difficulty distinguishing the use of "effect" and "affect" (pp. 161, 201, and 225) and uses "mitigated" when he means to say "militated" against (p. 162). The author is also occasionally inconsistent. The varying totals of enrolment of Native American youths have already been noted. Another example is the name of the dormitory for female Native students: it is "Winona Lodge" on pages 43, 131, and 198, but "Winona Hall" on page 166 and in the illustration. (The absence of "Winona Lodge/Hall," "Wigwam" [the males' dormitory], or even "dormitories" from the index makes it impossible to resolve the question of proper appellation.) The prose in the first half of the book, though correct and sound, is somewhat wooden. Although, happily, it loosens up in the second half, on a few occasions (e.g. "[Evelyn] Two Guns gave Andrus both barrels," p. 206) the result is less than happy.

All in all, Donal Lindsey's *Indians at Hampton Institute* is a solid and competent analysis of one aspect of Native American education within the policy theme. It might seem ungrateful to criticize it for not going beyond the consideration of policy assumptions and preoccupations of its predominantly white-skinned promoters and staff to provide us with an account of how the students on the ground experienced and reacted to those policies. However, given the methodological and historiographical advances of the past quarter-century, in the 1990s analysis "in full context" should mean more than an examination, however well executed it might be, of all the policy makers, their policies, and their times.

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Graham Boardman et al. *Sydney Teachers College: A History 1906–1981*. Sydney: Hale & Iremonger, 1995. Pp. 253.

One of the fallow areas in the history of Australian education is teacher education. We have a slight and clumsy general history of the subject, and an inward-looking history of a Melbourne college, but these add up to a lack of a solid engagement in this area of study. The states' general neglect of teacher education, compounded by the state education departments' direct control over elementary teacher education, may help to explain this absence of sustained historical work—but also suggests why that work is so needful.

Before 1970 the states were at once the suppliers, recruiters, "trainers," and employers of the majority of teachers. Historians have awaited impatiently a systematic history of Sydney Teachers College, "the brightest and best"

college in the rather empty antipodean landscape. Unlike its counterparts in other states, Sydney Teachers College was and remained Australia's most vital teacher education institution and the best endowed by state beneficence. Any interstate visitor to the college between 1930 and 1980 could not fail to envy its range of courses, its close links with the University of Sydney, and its well-stocked libraries of monographs, periodicals, and school texts.

The study by Boardman et al., generally celebratory but critical in some chapters, covers the history of the college from its establishment in 1906 to its closure in 1981. Their approach resembles that in several studies of the University of Sydney. The six authors are historians of various persuasions and reputations, most of whom have had some association with teacher education in New South Wales. Each author has taken responsibility for a period of the college's life, but brings to each chapter his or her own approach to institutional history. Thus the book is uneven in form and composition, twisting and turning like an Australian river in high summer. Nowhere is there a serious attempt to provide an overarching view of the place of the college in operating one of the largest teaching forces in the world. Nowhere are the "natural Australian" obstacles to teacher education explored in depth. Chronic shortages of teachers in a state-wide service that saw schools scattered in the same distance as London to Rome, and the retention of the small rural school beyond its time are among the most obvious of those obstacles.

Cliff Turney's chapter on the origins of teacher training in the nineteenth century sets the book's tone. It recycles older accounts of institutional happenings. Beverly Fletcher's chapter on the early years of college establishes emphatically the ideals of the first principal, Alexander Mackie, who brought from the University of Edinburgh hopes for a first-class institution for education and training. His work was done in tandem with the activity of the ambitious Peter Board, New South Wales Director of Education; for a short period they were partners in vision and accomplishment in Sydney.

The harsher realities of a state-controlled institution appear in Brian Fletcher's long chapter on the years between 1920 and 1947. Although Principal Mackie assertively placed education in the university curriculum, the chapter treats us to a ponderous catalogue of staffing changes and teaching and research interests. The final two chapters, covering 1949–67 and 1968–81, by Barnes and Boardman, respectively, do not tackle the grander themes of the interwar years, but deal instead with normality and growth. Boardman's chapter is an in-house study of the eventual decline and dismantling of the college. Both chapters expose the intellectual disadvantage of not employing detached authors or better, a single, detached author, in tracing the politics of teacher education in postwar New South Wales.

Falling neatly between these final chapters is Geoffrey Sherington's study of student life between 1918 and 1945. It is both a sociological and cultural chapter, rich in information, impressions, and recollections. It makes for a lively narrative of "the middle way" of collegiate experience and actual teacher preparation, but does not adequately treat of the informal and the legendary, and in particular the fornicators, the boozers, and the left-wing radicals also a part of the student body of these years. That said, one would have wished Sherington had been commissioned to write a similar chapter on the classes of the 1950s and 1960s, the years when relatively affluent student teachers explored and tested the new freedoms of the youth culture.

The book is amply supported by a splendid selection of photographs (marred only by an absence of names), the usual college portraits of its key figures, and a number of reproductions from the college's extensive art collection.

Despite the endemic shortcomings of a team history, *Sydney Teachers College: A History 1906-1981* offers valuable insights into the history of Australian teachers' colleges. Its emblem, the burning torch illuminating the book of learning, comes brightly through in many of its pages. Alexander Mackie would have taken some comfort from the enterprise and the product, but as always would have expected something better.

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James L. Leloudis, *Schooling the New South: Pedagogy, Self, and Society in North Carolina, 1880-1920*. Chapel Hill: University of North Carolina Press, 1996. Pp. xvii, 338.

A new generation of white men, coming of age in the aftermath of Reconstruction, many of them bound by ties of acquaintance forged at university and in political organizations, joined in North Carolina in a common project of educational reform. They shared an interest in the organization and wide provision of graded schools through a new state bureaucracy. In these institutions, white students would acquire the kinds of self appropriate to a bureaucratically organized capitalist institutional and political order. Teaching would become the occupation of trained professionals. The capacities of women for dedicated service would be enlisted, their energies set free and modestly recompensed in the subordinate levels of a school system. Schooled North Carolinians would become intelligent, temperate, diligent, clean, prosperous, and orderly citizens or citizens' companions: unless, of course, they