

ly, have reflected most of the thinking during the Revolution in continuing to legislate in terms of a uniform, centralized system of education."

I would have liked Bailey to follow some of these leads. Granted that his book is about "local initiatives in recasting French secondary education," a more ethnographic and comparative approach would have breathed life into this important topic. As it stands, the book is replete with facts and figures—likelihood of *collèges* staying open (Table 4); or regional variations based on effects of disturbances (Table 13). All are informative indeed, but beg to be fleshed out. Also, it would have been a good idea to mention the education of girls, if only to point out its dearth in the midst of revolutionary turmoil. The overall impression is of an author who has much to say but says it without ornament, as if there was little inspiration or little time to deal with educational history in a truly human way: in the process he gets bogged down in details and misses the opportunity to stretch his subject beyond its narrow geographical and historical confines.

In sum, this is a well-researched, informative book which will appeal to those readers interested in a narrow view of French education from 1789 to 1795; others will either experience frustration or take Bailey's study as a starting point for broader comparisons and generalizations.

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Margret Winzer. *The History of Special Education: From Isolation to Integration*. Washington, D.C.: Gallaudet University Press, 1993. Pp. 463.

Margret Winzer examines the historical evolution of the treatment and education of handicapped people in Western Europe and North America. It is a pleasing text that takes into account prevailing theories and debates about disability and offers interesting illustrations of these attitudes from literary and other sources.

Winzer explains that deaf students were the first category of handicapped to be provided with special educational institutions. The blind and other categories followed. There was much debate about the best methods to teach such students communication skills, some favouring manual approaches, others oral. The book provides detailed accounts of these programmes, such as those at the Perkin's Institute for the blind. We also learn here of experiments seeking to enable handicapped persons to learn. Some, such as the typewriter and telephone, were ultimately to the benefit of all persons.

Winzer gives a comprehensive historical account of the intelligence testing movement. It initially emphasized identifying and remediating mental retardation. But by the beginning of the twentieth century, interest in gifted persons grew. The development of effective intelligence testing allowed for the identification of students whose exceptionality could be found at both extremes.

Until the 1950s, educational practice was to provide segregated classes for students who were deaf, blind, physically disabled, emotionally disturbed, or handicapped in any other way. In 1959, however, Denmark adopted the concept of "normalization." Thus began a trend to integrate all students into regular classrooms, a concept we now call "mainstreaming."

Winzer devotes plenty of attention in this book to the eugenics movement. In fact, this movement gets far more attention than it deserves. A similar imbalance is evident with respect to the education of deaf persons. This is Winzer's area of specialty and its preponderance is evident throughout the book at the expense of other forms of disability.

These are minor shortcomings. This is a well-written, captivating book and an excellent resource for everyone interested in this topic.

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