

David Franklin Mitch and Gabriele Cappelli

Globalization and the Rise of Mass Education

Palgrave Macmillan, 2019. 338 pp.

In *Globalization and the Rise of Mass Education*, David Mitch and Gabriele Cappelli curate a collection of essays that, together, offer a step towards a systemic global perspective on the history of mass education in the nineteenth and twentieth centuries. Emphasizing economic aspects that underscored the spread of mass education, contributors to the volume tackle diverse issues, including colonialism, missionary schools, school funding, the role of migration in the development of universal education, and more. These contributions highlight the connections between the local and the global in the spread of mass education, and the ways in which particular actors took active part in a globalizing system. The editors' position is that their collection is a first step in looking at a globalizing world as a major factor in the spread of mass education.

This volume is divided into four parts. The first part deals with the connection between religion and schooling and highlights the work of missionaries in promoting education within a colonial system. Importantly, as Felix Meier zu Selhausen states in his chapter, although missionaries initiated considerable educational work in Africa, their endeavors could not have been successful without the involvement of local African mission workers. Similarly, Felipe Valencia Caicedo emphasizes the importance of local agents in securing successful missionary educational projects in Latin America and East Asia.

Part two elaborates on the link between colonialism and mass education. Here, Su Go and Ki-Joo Park compare the development of public education in Taiwan and Korea under Japanese colonization. Their analysis demonstrates how different funding schemes affected educational results, and also produced different educational systems, under the same colonial rule. This is followed by Irina España-Eljaiek's contribution, who reminds us that the end of colonialism did not mean the end of colonial influence. In post-colonial Colombia, racial biases guided the very perception of geography, and with it the design of Colombia's educational system, which considered its elite white minority as progressive and modern, and its none-white communities as lazy and backward. These racial biases allowed decision makers to create a political system that was democratic for some, while discriminatory against others, all in the name of progress.

The third part addresses emigration and its relationship with education and human capital. Here, Matteo Gomellini and Cormac Ó Gráda maintain that, in the case of emigration from Italy and Ireland, not only emigration itself, but also the possibility for emigration, created a brain gain. Returning emigrants brought with them education and experience, while those who stayed invested in education in order to keep the option of migration open. On the other hand, in examining the Swedish case, Johannes Westberg problematizes the brain drain/gain dichotomy, and shows that neither occurred. As most Swedish citizens between 1850–1930 received some form of basic education, migration contributed to a rise in salaries for those who stayed, thereby spurring technological innovation in order to sustain economic

activity. Dealing with the receiving country, Bruno Gabriel Witzel de Souza finds that German migrant workers in Brazil influenced the development of mass education in the country. Brazilian landowners, anxious to attract migrant workers, promised German migrants an education for their children. De Souza finds a correlation between the arrival of German migrants and the rise in literacy in the Sao Paulo area, which he maintains can be explained by Germany's relatively high education levels, and the liberties migrants had in creating their educational system. Here, de Souza emphasizes the effects of migration on the educational levels of a receiving country.

The fourth and last part of this edited volume deals with connections between state institutions and globalization in the creation of mass education. In this section, Nancy Beadie discusses the continuity between post-Civil War internal and external educational policy in the United States. She argues that, in both cases, education was not developed for its own sake, but rather as a guise for the protection and development of economic interests. In a different context, Pei Gao analyzes the establishment of mass education in post-imperial China, and shows that there too, political interests often trumped educational considerations. As the last imperial dynasty fell, and the Confucian examination system was abolished, Western-style education was introduced as a way towards modernization. However, this type of education was only implemented where local elites cooperated with governmental policy. Lastly, David Mitch considers the development of literacy education for women in Iran during the turmoil of the twentieth century. Addressing the reasons behind Iran's insistence on women's education, despite a regime change that moved from secularization to Islamic fundamentalism, Mitch suggests that the Ayatollah regime saw itself as a revolutionary movement, rather than a return to past conservatism, which in turn made education for women an important goal to pursue.

Although I could posit suggestions to several contributors, my final comment is reserved for the work in its entirety. Despite the introductory chapter, which brings the other chapters into conversation with one another, little in the way of interaction or integration of the works in this volume was achieved. Global historians, such as James Belich, John Darwin, and Chris Wickham in *The Prospect of Global History* (2016), have been vocal about the importance of doing global history collectively, since this field often requires a range of skills and knowledge. While this volume presents a variety of expertise, the contributors did not present any integration with other works in the volume itself. Such integration would have benefited both contributors and readers greatly. Examples of possible conversations include España-Eljaiek and Caicedo's works, which dealt with missionary education from different perspectives. Also, a conversation between Westberg and Sun Go and Ki-Joo Park on the differences between local and central control of education could yield a thought-provoking narrative. These types of conversations, which happen in conferences, but rarely in edited volumes, would help push this volume towards a systemic global history, as intended by the editors.

Yotam Ronen

University of British Columbia