

terwar years. Brian Osborne's competent study of Ukrainian interwar immigration to Canada, based largely on secondary sources, ends on the question-begging note that Ukrainian Canadians now find themselves part of the Canadian establishment. Studies by the late John Porter, Peter Newman, and Wallace Clement do not bear this out, and Osborne himself offers nothing to support such a contention. In the same category is Mark Minenko's assertion that the Canadian government's motives in passing the legislation regarding enemy aliens "were economic but tinged with nativism, even racism" (p. 294). This may well be true also, but such controversial conclusions cannot stand alone; they require substantiation. Although Nelson Wiseman's survey of Ukrainian Canadian politics adds greatly to a subject which has still to receive the attention from historians that it deserves, his tendency to suggest that "though the past was terrible, all is just fine now" (p. 347) detracts from an otherwise valuable contribution.

The above notwithstanding, the book's appearance is a welcome addition to the more sophisticated historical accounts of the life of Ukrainians in Canada. The essays are well-written and draw effectively on studies and research from which only specialists have hitherto been the principal beneficiaries.

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P. Gordon, R. Aldrich, and D. Dean.
Education and Policy in England in the Twentieth Century. London: Woburn Press, 1991. Pp. 335. £25.00 cloth, £12.50 paper.

This book represents a formidable undertaking. What its authors attempt to do is to encapsulate within 335 pages their account of the main influences upon policy formulation in England during the twentieth century whilst, at the same time, trying to provide a narrative of the development of policy in several key areas.

Their strategy is to divide the book into four sections. The first focuses on the links between central government and the education system, and then, over a hundred pages, works systematically and chronologically from the nature of the legacy left by nineteenth-century administrators and officials through to the interventionism of the 1980s. The introductory chapter on the nineteenth-century legacy is perhaps one of the most persuasive in the book, showing how the comparative reticence of central government to direct and control the education system was linked to the lack of a strong central administration. In this situation it was relatively easy for a widespread acceptance that much educational provision should and could be voluntary in nature to be handed down to the twentieth century, and for the term "National Education" to be taken up without any implication of equality for different sexes or for those children from differing social backgrounds and classes.

Thereafter, the organization of this section is a little arbitrary. A second chapter outlines the powers of the Board of Education down to 1944, describes its advisory bodies and their roles, and touches on the lobby for greater welfare provision in schools in the shape of meals, medical inspection, and welfare grants. Chapter three examines the impact of two world wars on educational policy and suggests that they have done little more than to accelerate existing trends, and that in any case, both in 1918 and 1944, the legislation of wartime had some unforeseen consequences. The fourth chapter offers a rather gloomy view of the development of policy during the interwar years, and the fifth outlines the emergence of an educational consensus in the years following the Second World War. The section concludes with chapters on the expansionist policies of the 1960s and on the new interventionism of the 1970s and 1980s.

The second section picks out three key areas of analysis: the links between schooling and social class; issues of gender and schooling; and the changing nature of the mass media and of their power to determine attitudes, both among policymakers and pupils. Each of these is so brief as to preclude any really satisfactory treatment of the issues, and, while every attempt has been made to provide as succinct a summary as possible, some ambiguities are inevitable. For example, the chapter on the education of women and girls, seeking to explain why "storms gathered" over the debate on girls' schooling at the start of the century, says, rather cryptically: "In addi-

tion, the advent of a class-based party, Labour, which focused on class inequalities, presented further difficulties," but does not explain exactly what they were or how they impinged on the issue under review. This chapter, too, has little to say about the impact which the coming of mixed schools during the 1970s and 1980s had on the behaviour patterns of pupils or on their performance in external examinations, two issues which have preoccupied feminist commentators.

The third section works systematically through the different sectors of the education system, showing how policy has impinged on nursery, infant, junior, comprehensive, and public schools as well as on adult and higher education. These chapters will be a useful introduction for those who are unfamiliar with the development of the English system but, to use the chapter on secondary schooling as an example, it would be wrong to expect a treatment which in seventeen pages begins with the 1864 Clarendon Commission and ends with Edward Boyle's sanctioning of middle schools in 1964 to add to our existing knowledge, nor, indeed, to do any more than to provide an analytical narrative.

The final section, focused on "the providers and provisions of education" (that is, teachers, curriculum, and examinations), provides a fourth perspective, with some useful cross-references to other parts of the book but surprisingly little overlap or repetition of material.

The conclusion, dealing with the 1988 Education Act, might better have been designated as a postscript. It serves the task of rounding off and bring-

ing pretty well up-to-date the chronological treatment, but it denies the authors the chance to pull together the key issues raised in their contrasting sections into a really challenging statement on the strengths, weaknesses, and unique characteristics of educational policymaking in modern England.

The book is well indexed and has a useful bibliography, as well as pertinent lists of recommended reading at the end of each chapter. The summary which is also provided at the end of each chapter will help the casual or busy reader to form a quick impression of which parts of the book will be of use to her or him. Many of the passages read as a succinct précis of some of the more important monographs and journal articles which have already given us a rich literature around these themes. A book which attempts too much by raising almost every possible issue and not dealing fully with any? Or a book which for the non-historian provides a useful grid reference around the complex problems of policy formulation in English education? Both judgements are possible: whichever one the individual reader makes will depend on their own familiarity with these themes, their background, and their needs. But many will find it a valuable source of information and insight.

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Alison Prentice et Marjorie R. Theobald, eds. *Women Who Taught*.

Perspectives on the History of Women and Teaching. Toronto, Buffalo et Londres: Presses de l'Université de Toronto, 1991. Pp. 301. \$40.00 et \$16.95.

Trop souvent, le plus souvent, la présence active des femmes dans l'histoire a été occultée par ceux qui l'ont reconstituée. Depuis quelques années, les efforts se conjuguent pour écrire l'histoire des femmes, pour reconstituer l'histoire au féminin. *Women Who Taught* s'inscrit dans ce mouvement. Dans une perspective féministe, cet ouvrage tend à donner aux femmes enseignantes la place qui leur revient en histoire de l'éducation.

Ce recueil est constitué de dix articles déjà publiés, dont neuf le furent entre 1982 et 1990. Ces articles portent sur des enseignantes et des administratrices en milieu scolaire, au Canada, en Grande-Bretagne, en Australie et aux États-Unis, aux 19^e et 20^e siècles. Ils sont regroupés sous trois thèmes: l'enseignement au secteur privé (3 articles), l'enseignement au secteur public (5 articles) et l'enseignement supérieur (2 articles).

Les trois premiers articles, ceux de Pedersen, de Theobald, et de Zainu'ddin, tentent de cerner comment on doit analyser la marginalisation, aux 19^e et 20^e siècles, des écoles privées destinées aux jeunes filles de l'aristocratie («ladies schools») par celles fréquentées par l'élite de la classe moyenne («public schools») dans des pays tels que la Grande-Bretagne et l'Australie. L'interprétation traditionnelle