

Lawrence Stone (ed.). *Schooling and Society. Studies in the History of Education*. Baltimore: The John Hopkins University Press, 1976. Pp.xvii,263 \$14.00.

Book titles serve the double purpose of catching the prospective consumer's eye, but also of providing some basic information with regard to content. *Schooling and Society* is a compromise: The title only partially reflects the great diversity of the eleven articles, written by fellows and visitors to the Shelby Cullom Davis Center for Historical Studies and covering more than four centuries of educational development in Europe and North America. For instance, topics such as "Education and Economic Modernization in Historical Perspective" and "Evangelical Religion and Colonial Princeton" at first glance appear to have little in common to justify their inclusion in a single book, unless one chooses to define the relationship of schools and society in very broad terms. Lawrence Stone conceives of the central concept behind all the articles as the structuralist-functional interdependence of educational institutions and their social settings; more specifically, the peculiar character of specific institutions is seen as related to the needs and demands of their respective clientele.

A closer examination of the arguments advanced by the various authors casts some doubts on the validity of such a unifying thesis. Howard Miller's afore-mentioned study of the growth of colonial Princeton, as well as Charles McClelland's essay "The Aristocracy and University Reform in Eighteenth-Century Germany" and Patrick Harrigan's probe into "The Social Origins, Ambitions, and Occupations of Secondary Students in France during the Second Empire" tend to support the editor's assumption. Both the fact that 'higher' and 'secondary' education preceded publicly organized and controlled 'primary' education, and the socioeconomic status of students attending universities, colleges, and *lycees* might help to explain the obvious correlation between curricular offerings and the expectations of students and their parents. The articles by Carl Kaestle, Thomas Laqueur, and Selwyn Troen, on the other hand, on mass schooling in early industrial England and America and the beginning vocationalization of American secondary education during the early twentieth century, present a somewhat different picture and can be interpreted as refuting Stone's thesis. Social stability, but also manpower requirements and technological change provided the rationale for extending more differentiated educational services to students of humble social origin. The cleavage between the goals of publicly supported elementary education and the needs and expectations of students is at the centre of Laqueur's paper on "Working-class Demand and the Growth of English Elementary Education, 1750-1850". His comparison of the Anglican schools established by the National Society and the private schools offering instruction to working-class children leads to the core of the problem, as described by a schoolmaster at that time: "The uneducated poor speculate upon the motives of those who take upon themselves any office which is professedly for their good, much more than they are generally supposed to do, and . . . the result of our exertions depends in a great measure upon the motives they ascribe to us." Kaestle similarly argues that the trans-atlantic reform movement emphasized goals such as the reduction of crime and disruption, rather than intellectual growth or personal advancement. Troen's study on "The Discovery of the Adolescent by American Educational Reformers, 1900-1920", finally, presents an analysis of one of the roots of vocational secondary education: unschooled teenagers, previously employed in more menial tasks as cigar makers, messengers, stock clerks, or cash boys and cash girls, were becoming a liability to society when new principles of business organization and the introduction of advanced technologies eliminated such employment opportunities. Further institutionalization was seen as the answer to the problem of the adolescent drop-out.

In loose relation to this basic theme, Mary Jean Bowman and C. Arnold Anderson discuss the difficulties encountered in measuring the input component of education for economic growth. P. Lundgreen's quantitative study of educational expansion and economic growth in nineteenth-century Germany aptly substantiates the problems involved in such research. Despite his detailed tabulation of data, and notwithstanding the scholarly expertise displayed in analyzing and interpreting a wealth of information, the reader is left with a feeling of uneasiness. Not only does the non-specialist find it almost impossible to respond intelligently to the complicated statistical procedures, mathematical formulae, and economic theories, but also the author's conclusion that "very little of the impressive rate of growth of output appears directly attributable to the growth of education" does little to dispell the frustration felt vis-a-vis many quantitative studies in educational history.

Even more specialized, although in a different sense, are the contributions by G. Strauss, P. Clark, and A. Zilversmit, addressing the educational theories available to Protestant reformers in 1530, the ownership of books in Southern England during the period 1560-1640, and the failure of progressive education from 1920 to 1940 in the United States. While Strauss brings out the surprising 'modernity' of some of the humanist's views on education, Zilversmit's negative assessment of progressive education in the inter-war years is not fully convincing. Neither his main source, official reports on the state of education in New York State, nor the indirect evidence cited, namely that classroom furniture in those years reflected conventional rather than progressive teaching methods, appear to justify entirely his verdict of 'failure'. Most interesting, on the other hand, is his final observation: should further

research substantiate his claim that progressive education had its strongest impact in 1950's, i.e., immediately prior to its sudden decline, then other explanations might have to be explored than the one generally offered, namely that the movement had grown lax with age.

The strength of *Schooling and Society* is certainly the great diversity of topics presented. 'Specialists' in educational history will find many stimulating arguments in this multi-faceted collection, whereas the 'generalist' may discover in the underlying theme a new affirmation of the professional credo that the interplay of the schools and societal forces cannot easily be subsumed under one common denominator. The book strikes a balance between historical research of an almost esoteric nature, and studies which establish links between our educational past and the present. But the various methods of historical research as demonstrated throughout the book add to the value of the collection and help to justify Stone's efforts to make those essays available to the interested public.

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