group into research meant to represent the lives and interests of a nondominant group. This research tension is epitomized in the chapter in which she discusses the life histories of Black women teachers. Yet, rather than address the complexities of this difference as it effects the gathering, naming, and relaying of the life history data, Casey chooses, instead, to dissolve the tension and to rationalize the validity of her research position. Disappointingly, difference is subverted, ironically in a chapter where "signifying" and interpretive struggle, as practices to establish and retain racial autonomy and difference, are the dominant sites of struggle for these Black women teachers, struggles in which this book, too, must surely be implicated.

Casey draws the title of her book from Bakhtin: "What is it that guarantees the internal connection between the elements of personality? Only the unity of responsibility. For what I have experienced and understood .... I answer with my life" (p. 160). Appropriately, this reference captures the common motif of the lives and hopes of those whose voices are at the center of Casey's book. These 'life answers,' despite the restrictive framework within which they are voiced, do constitute a worthwhile contribution to the formulation of the important educational project of teaching for social transformation while, at once, paying tribute to some of those teachers whose legacies of progressive struggle create and sustain the very possibility of "ongoing struggle," itself.

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## Kerckhoff, A.C. (1993). *Diverging pathways: Social structures and career deflections.* Cambridge, UK: Cambridge University Press. 254 pp. (hardcover), $49.95.

Alan Kerckhoff, a sociologist with Duke University, set out to determine the extent to which social institutions have an impact on the nature of individual achievement. His goal was "to illuminate the extent to which individual lives are channeled, deflected, shaped by the structural organizational settings in which they are lived" (p. 1). The specific focus

of the research was on the impact that educational and employment structures had on the achievement levels of a British cohort. In particular, he described the impact of ability grouping in schools on subsequent academic and occupational achievement. Such an undertaking is, at the very least, ambitious and complicated; the extent to which Kerckhoff was successful in meeting this goal is the focus of this review. Following the organization of the book, the review provides comments on the background to the problem and the sample generated, the modes of analysis used to address the research questions, and the conclusions drawn.

Kerckhoff provides a theoretical frame for the research problem in a level of detail not commonly associated with quantitative research. Although he did not personalize the framework, the nature of his assumptions in conducting the research are very clear. In fact, the presentation of theoretical foundations and subsequent potential biases of interpretation could very well serve as a model for researchers employing either quantitative or qualitative methodologies.

Kerckhoff's conceptual framework for the analysis of the impact of social structure on individual achievement is rooted in life course analysis, status attainment models (including the "new structuralism"), and career development (from a sociological perspective). He does not limit his discussion to a simple descriptive presentation of the central assumptions of each of these areas; rather, he identifies some of the limitations of each, and synthesizes them under the concepts of person-structure interaction, the nature of structural effects, and the impact of these factors on achievement. An important limitation that he did not address pertains to his definition of "career" as being "the pathway an individual follows between positions in the social structure occupied at different points in the life course" (p. 13). Such a structurally-defined (sociologically-based) perspective is limiting on at least two counts: it minimizes the impact of personal choice and especially systems of meaning in the individual's career, and it negates the potent impact of multiple-role conceptualizations of career. To be fair, Kerckhoff's objective was to isolate the role of specific structures (independent of personal attributes) on career pathways; however, subsequent interpretations of results would have benefitted from a more expansive conceptualization of "career" as is commonly found in recent career development literature.

As a result of the above synthesis, Kerckhoff hypothesizes that the primary impact of the cumulative effects of the interaction of individual characteristics (e.g., ability) and structural locations (e.g., educational and employment settings) "should be a pattern of increasingly diverging achievements over the life course" (p. 20). In other words, he suggests that those who are in favored locations at one point in the life course are more likely to receive benefits and rewards that will increase their chances of being in similarly-favored locations at the next point in their life course; those who are in disfavored positions are likely to be increasingly disfavored from one stage to the next. The cumulative effects of these structural impacts should be an increasing divergence between those initially favored and those initially disfavored.

To test the hypothesis of increasing divergence, Kerckhoff followed the career lines of 17,733 babies born in Great Britain in the first week of March, 1958. The data, part of the National Child Development Study, was collected in five stages over a 23 year span of the cohort: at age 7 (usual age of transfer from infant school to junior school); at age 11 (usual age of transfer from junior school to secondary school); at age 16 (earliest possible school leaving age); at age 20; and at age 23. At the final data collection point (age 23), data was available on 68.4% of the original cohort. A vast array of variables were included in each of the "data sweeps;" Kerckhoff was particularly interested in those that described family background (e.g., size, social status), structure of schooling setting (e.g., private versus public school, class assignment based on ability versus ungrouped classes), school achievement (e.g., scores on standardized tests of mathematics), nature of post-secondary involvement (e.g., higher education, further education, no post-secondary), and nature of employment setting (e.g., prestige level of occupation, employment sector). The sheer size and scope of the undertaking was, to say the least, impressive.

Unfortunately, Kerckhoff did not give the same attention to detail in the description of the data analysis procedures as he did to the theoretical background and description of the sample. Variable definitions are contained in an appendix, but the descriptions leave much to be desired. For example, one of the criterion variables used to assess occupational achievement is "occupational prestige," which is defined (in an appendix) as "Treiman score of first or current job" (p. 227). Measures of academic

achievement include the criterion variable "secondary school tests", defined as "thirty-one-item mathematics comprehension test" (p. 226). It is very difficult to assess the appropriateness of these criterion measures, and thus, the veracity of the interpretations of the data. Furthermore, Kerckhoff provided little or no explanation of the specific data analysis procedures. The reader is left to infer that techniques associated with path analysis were employed; a simple description of these procedures with an accompanying rationale would have been beneficial.

Kerckhoff did an impressive job of isolating the impact that social structures had on the achievement levels of the sample. He found that placement in ability groupings early in the school career of his sample had a cumulative dispersal effect on academic achievement: Those initially placed in high ability groups did progressively better, and those placed in low ability groups did progressively worse, than a subsample of ungrouped students. This trend reversed itself after earliest school-leaving age: Measures of occupational achievement showed a trend towards convergence. It would thus seem that ability sorting has a cumulative effect on academic achievement throughout the educational career, but less of an effect on achievement in the occupational career. At this point I differ from Kerckhoff's interpretation: He continues to argue the case for career deflections based on educational structures, while I would contend that the data supports a model of career development that emphasizes the potency of personal actions and responsibilities. His conclusion that "the emphasis in the larger society on individual responsibility obscures the important role played by social structures in shaping individual outcomes" (p. 224) seems to contradict his own data; it would have been useful for him to comment on issues such as the percentage of shared variance that his variables accounted for in assessing the impact of structure on achievement, especially occupational achievement. Thus, while the findings are important in documenting that structural effects do exist, the relative contribution of these effects on achievement goes unmentioned.

In the final chapter, "Structural Differentiation: Necessary Evil or Policy Instrument," Kerckhoff returns to the impressive levels of theoretical analysis that characterized his opening chapters. He provides some interesting and compelling arguments against the use of ability grouping in schools, and takes care to situate the conclusions in both British and American school contexts. His arguments pertaining to labor force

structure are less compelling, largely because of a limiting conception of "career."

*Diverging Pathways* will become a "must read" for anyone interested in the issue of ability groupings within schools, and the impact of such groupings on academic achievement. Furthermore, the findings pertaining to the convergence (e.g., equalization) impact that the British post-secondary system has on occupational achievement will be of interest to those who are interested in the structure of post-secondary education. The argument for career deflections based on these groupings is much weaker, and as such the book does not have much to offer the field of career development. A more appropriate subtitle may have been "Social structure and educational deflections."

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Bruno-Jofre, R. del C. (Ed.) (1993). *Issues in the history of education in Manitoba: From the construction of the common school to the politics of voice.* New York: Edwin Mellen Press. pp. 653, (hardcover). $109.95.

This collection of essays, edited by Rosa del Carmen Bruno-Jofre of the University of Winnipeg, is characteristic of two trends in the *new* educational history: the Annales-influenced construction of microhistories and the post-modernist concern with "other voices." These essays represent the diversity and scope of current approaches to the history of education in Canada as well as some of the critical issues pertaining to method and theory in the field. The book consists of sixteen chapters organized into seven themes which reflect concerns of the new educational history with ethnicity, class, gender, and religion. In his lengthy introduction, Osborne informs us that the collection does not "represent a comprehensive picture of the history of education in Manitoba" but rather a "series of snapshots of particular elements of that history" (pp. 1-2). The reader is warned also that the new approaches represented make it "increasingly difficult to move from the micro to the macro level of historical writing" (p. 3).