

Historical Reflections Press
announces the publication of the second
in its Directions series of original essays:

The Making of Frenchmen:
Current Directions in the History of Education
in France, 1679 - 1979

edited by
Donald N. Baker and Patrick J. Harrigan

This collection of thirty-four articles in French and English, by a group of distinguished European and American scholars may be the most extensive cooperative venture of its kind ever attempted in a specific field of social history.

The volume is organized topically and includes essays on Primary Education and Literacy, Secondary Education, Higher Education, Teachers and Administrators, Parallel Education, and other topics.

The history of French education offers unusual research opportunities, as Donald Baker suggests in his Foreword, because of the importance education has been given in French public life and culture, and because of a degree of institutional and policy centralization unique in Western societies. An extraordinary mine of reflections for anyone interested in the institutional structure of modern societies, social mobility, class identity, and much more.

1980/700 pp./ISBN 0-88898-024-8

\$30.00 (cloth)

Also available:

Directions 1. *Roots and Branches: Current Directions in Slave Studies*, edited by Michael Craton (1979), 292 pp. Published by Pergamon Press. ISBN 0-08-025367-9

And from Historical Reflections Press, an important new work by Lionel Rothkrug, *Religious Practices and Collective Perceptions: Hidden Homologies in the Renaissance and Reformation*. Published as Vol. 7, No. 1 (Spring, 1980), of *Historical Reflections/Réflexions Historiques*. 266 pp. \$16.00 (paper)

**For information write: Historical Reflections Press,
University of Waterloo, Waterloo, Ontario N2L 3G1, Canada**

**Wilfrid Laurier University
Press**

Wilfrid Laurier University
Waterloo, Ontario, Canada N2L 3C5

**Mobility, Elites, and
Education in French Society
of the Second Empire**
by Patrick J. Harrigan

Based on a unique historical source, this book examines the social origins, career expectations, and first jobs of 28,000 students in the "elitist" French secondary schools of the 1860s. Using sophisticated statistical analysis as well as conventional historical sources, the work concludes that schooling reached a wider audience than has been so far believed and that substantial social mobility occurred within the school system, but that family background, rather than educational factors, directed students' career aspirations and achievements. It also argues that although education expanded in urban, industrialized areas, mobility did not increase in these areas. A final chapter reconsiders nineteenth-century thought concerning education in the light of findings about the social effects of schools. For historians, educators, and sociologists.

1980 / 200 pp. estimated / ISBN 0-88920-087-4
\$9.50 estimated (cloth)

— *Winner of* —
**the 1979 C. Wright Mills Award
of the Society for the Study of
Social Problems**

and

**the 1980 American Sociological
Association Award for a
Distinguished Contribution
to Scholarship ***

States and Social Revolutions

**A Comparative Analysis of France,
Russia and China**

by

Theda Skocpol

"A major work of social science scholarship. . . . This work is clearly a landmark in political sociology. . . . Theda Skocpol's work represents a major fulfillment of C. Wright Mills' theoretical vision. It will, in turn, serve as a model for comparative historical analysis and as a seed-bed of ideas for students of social change for years to come."—*from the announcement of the C. Wright Mills Award by Richard Flacks, President of the Society for the Study of Social Problems*

"Admirable in reach, thoughtful, lucidly written." "The book has both sweep and precision." "There is a sustained application of a penetrating analytic scheme." "A sociological gem."—*comments of Committee members in the announcement of the American Sociological Association Award*

Hardcover \$34.95 Paper \$9.95

* co-winner / known as the Sorokin Award until 1980
at your bookstores or direct from

Cambridge University Press

32 East 57th Street, New York, N.Y. 10022

American Science and Modern China 1876-1936

PETER BUCK

American Science and Modern China is an essay in comparative history. It focuses on the transmission of scientific ideas and organisations from the United States to China, a topic interesting primarily for what it reveals about the social history of American science in the late nineteenth and early twentieth centuries. The main themes concern how scientific traditions and institutions which were developed in one setting served as models for the creation of new ones elsewhere, what modifications were induced by this change of environment, and what these modifications imply about the interdependence of scientific knowledge and social life.

£15.00 net

CAMBRIDGE UNIVERSITY PRESS

Comparative Studies in Society and History is a forum for presentation and discussion of new research into problems of change and stability that recur in human societies through time or in the contemporary world. It sets up a working alliance between specialists in all branches of the social sciences and humanities. Debate and review articles bring the general reader in touch with current findings and issues.

NOTES FOR CONTRIBUTORS

Contributions may be descriptive, analytical or theoretical. Any article not in itself comparative may be accepted if it lends itself to comment that will place it in comparative perspective. Correspondence with the editors prior to the submission of articles will help to enable them to obtain such comment or a companion study. Emphasis in comparative studies may be either on similarities or, if these are significant enough and call for some recasting of generalizations, on differences. All contributions and editorial correspondence should be sent to the Editors, *Comparative Studies in Society and History*, Department of History, University of Michigan, Ann Arbor, Michigan 48109.

Two copies of each contribution, preferably accompanied by a stamped, addressed envelope, should be submitted. Both text and footnotes should be clearly typed with double spacing and wide margins; footnotes should appear on separate pages at the end of the article. Illustrations may be included by arrangement with the editors.

Contributors will receive 50 offprints. Any additional offprints must be ordered on receipt of the first proof.

**COMPARATIVE STUDIES IN
SOCIETY AND HISTORY**

Editorial Foreword 1-2

The Progress of Social Science

- ANGUS McLAREN A Prehistory of the Social Sciences:
Phrenology in France 3-22
- RICHARD ASHCRAFT Political Theory and Political Action
in Karl Mannheim's Thought: Reflections upon *Ideology
and Utopia* and Its Critics 23-50
- ELLEN ROSS and RAYNA RAPP Sex and Society: A
Research Note from Social History and Anthropology 51-72

Missionary Messages

- THOMAS O. BEIDELMAN Contradictions between the
Sacred and the Secular Life: The Church Missionary
Society in Ukaguru, Tanzania, East Africa, 1876-1914 73-95
- PETER RIGBY Pastors and Pastoralists: The Differential
Penetration of Christianity among East African Cattle
Herders 96-129
- JUDITH SHAPIRO Ideologies of Catholic Missionary
Practice in a Postcolonial Era 130-149
- EDWARD L. SCHIEFFELIN Evangelical Rhetoric and the
Transformation of Traditional Culture in Papua New
Guinea 150-156
- CSSH Notes 157-162
-

Cambridge University Press
The Pitt Building, Trumpington Street, Cambridge CB2 1RP
32 East 57 Street, New York, N.Y. 10022
296 Beaconsfield Parade, Middle Park, Melbourne 2306

© 1981 Society for the Comparative Study of Society and History

Printed in the United States of America