Review
Reviewed Work(s): The Transformation of the School: Progressivism in American Education, 1876-1957 by Lawrence A. Cremin
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a woman rather than the subject that is taught. The final section, Part V, makes an acute survey of the academic and social assumptions behind the education of the able. Some of the problems raised are not confined to selective secondary schools, as the tension between the demands for breadth and depth would exist however secondary education was organised; but Chapter 16 shows how important is the function of the grammar school in preserving social equality in a country where the Independent Schools enjoy so much prestige.

The characteristic quality of this book is that it enables the reader to enter into the lives of those who spend their days in schools. What Miss Stevens has to say is delightfully free from jargon and she has produced what is likely to remain the best book on its subject for many years to come.

GEORGE WHITFIELD

The Transformation of the School: Progressivism in American Education, 1876–1957. By Lawrence A. Cremin. Pp. xi, 387 and (index) xxiv. New York: Knopf, 1961. $5.50.

The publisher's claim, that this is 'the first history ever published of the progressive movement in American education', is amply sustained. They might have added that a refreshing, vigorous forthrightness runs through the whole book, from its opening with the fateful articles by J. M. Rice in *The Forum*, in 1892, to its close with Arthur Bestor's *Educational Wastelands* routing the progressivist rearguard in 1953.

Professor Cremin roots the Movement historically in Horace Mann and W. T. Harris, the fathers of the 'common school'. He roots its methodology in the developments of Russian technical education revealed at the Philadelphia Exposition in 1876. He sees its educational pioneer (as did Dewey) in Francis W. Parker at Quincy, Mass. But the first half of the book adds to these a number of strands which together weave a profoundly sociological picture and setting: notably the influence of Darwinism on the American psychologists, and the urgent need to 'Americanize' the later-nineteenth-century immigration.

Down to World War I the crux of the progressives' aim was civic and reformist. Thereafter they became more and more individualistic (child rather than society), till reoriented in the 'thirties at the challenge of George S. Counts. All the sides of the movement are to be found fused best in Flexner's Lincoln School after 1916, which Professor Cremin takes as the *type* of private progressive schools. Among the public schools he singles out the Porter School and Winnetka; and, among the Colleges, Bennington and the University of Minnesota.

The treatment throughout is comprehensive, systematic, detailed, with masterpieces of concise formulation. This is nowhere more manifest than in the author's two most important assessments: that of how far John Dewey is to be held responsible for what his disciples made of his ideas and practice, and why the movement collapsed so quickly ten years ago at "the very flood-tide of its fortunes".

One might have wondered whether, as the reappraisal of Deweyism in America is still in a highly emotional stage (the last chapter is indeed called 'The Crisis in Popular Education'), an enduring study on the Progressive Movement could yet be written. But this one will certainly become and remain a standard work (and its exhaustive chapter-bibliography will take the student far into all the recesses of the subject); for not only is Dr. Cremin's analysis completely objective, but he has drawn out, *passim*, the unassailable truths and activities, in a Progressivism that went diversely haywire, and will not have us see it as a completely closed transaction, since 'the authentic progressive vision' remains 'strangely pertinent'.

A. C. F. BEALES