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978-0-521-14455-1 - Social Conflict and Educational Change in England and France
1789-1848

Michalina Vaughan and Margaret Scotford Archer

Frontmatter

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by

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Preface

This book is not of the kind historians would have produced – but excellent histories of English and French education already exist for the period we have dealt with. Nor is it of the type educationalists would have written – for this field too has been adequately covered. Our purpose is neither to describe historical events nor to investigate educational provisions. Instead we have attempted, by using the comparative method, to make a sociological contribution to the understanding of educational change.

Despite our differential experience of the two countries and their educational traditions, this book is a joint effort. We have shared equally in the research in England and in France, as well as in the writing, and accept joint responsibility for all chapters.

We would like to thank firstly our students, the classes of '68 and '69 at L.S.E. and Reading, on whom many of the preliminary ideas were tried out and with whom some of the conclusions were thrashed out. Nor were our colleagues spared and among them our greatest debt is to Michael Burrage for playing devil's advocate with the first draft. We are very grateful for all the encouragement we have been given by Ernest Gellner and Salvador Giner. We also thank our friends from École Pratique des Hautes Études, particularly for our Café Richelieu meetings. Finally, we are indebted to Donald MacRae for the constant interest he has shown in this work and for his sympathy with its perspective.

M.V. and M.S.A.

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Behind all the present discussions of the foundations of the educational system, the struggle of the 'specialist type of man' against the older type of 'cultivated man' is hidden at some decisive point.

Max Weber, *Wirtschaft and Gesellschaft*