



American Academy of Political and Social Science

Review: [untitled]

Author(s): Joseph E. Kalet

Reviewed work(s):

Educating for Unemployment: Politics, Labor Markets, and the School System -- Italy, 1859-1973 by Marzio Barbagli ; Robert H. Ross

Source: *Annals of the American Academy of Political and Social Science*, Vol. 472, Polling and the Democratic Consensus (Mar., 1984), pp. 178-179

Published by: [Sage Publications, Inc.](#) in association with the [American Academy of Political and Social Science](#)

Stable URL: <http://www.jstor.org/stable/1043903>

Accessed: 15/11/2010 06:52

Your use of the JSTOR archive indicates your acceptance of JSTOR's Terms and Conditions of Use, available at <http://www.jstor.org/page/info/about/policies/terms.jsp>. JSTOR's Terms and Conditions of Use provides, in part, that unless you have obtained prior permission, you may not download an entire issue of a journal or multiple copies of articles, and you may use content in the JSTOR archive only for your personal, non-commercial use.

Please contact the publisher regarding any further use of this work. Publisher contact information may be obtained at <http://www.jstor.org/action/showPublisher?publisherCode=sage>.

Each copy of any part of a JSTOR transmission must contain the same copyright notice that appears on the screen or printed page of such transmission.

JSTOR is a not-for-profit service that helps scholars, researchers, and students discover, use, and build upon a wide range of content in a trusted digital archive. We use information technology and tools to increase productivity and facilitate new forms of scholarship. For more information about JSTOR, please contact support@jstor.org.



Sage Publications, Inc. and *American Academy of Political and Social Science* are collaborating with JSTOR to digitize, preserve and extend access to *Annals of the American Academy of Political and Social Science*.

into the frontier in the context of export demand for commercial crops, and how trends in the export economy affected agrarian society. Five articles focus on the politics of colonial administration through the nineteenth century and treat—as do the agrarian history essays—Philippine trends in terms compatible with those employed by scholars of other colonial situations. Three articles open new understandings of colonial urban history by focusing not on Manila but rather on two provincial cities—Cebu and Iloilo—and by considering the Luzon urban elite in its regional milieu. As a result, the reader is led to conceive the Philippine nation not simply as a series of satellites surrounding the capital but as a set of localities tied by land and sea to diverse focal points of economic and political power: hence the poignance of de Jesus' conclusion.

Beyond its value as Philippine history, this volume once again illustrates the creativity of scholars at work on Southeast Asian history, who, being forced by realities in the region to study diverse and scattered peoples—bound together by migrations, trade, and seaborne power—integrate their scholarship by intense devotion to comparative themes. This volume is the best yet on the comparative social history of export economics under colonial rule.

DAVID LUDDEN

University of Pennsylvania
Philadelphia

EUROPE

BARBAGLI, MARZIO. *Educating for Unemployment: Politics, Labor Markets, and the School System—Italy, 1859-1973*. Translated by Robert H. Ross. Pp. 414. New York: Columbia University Press, 1982. \$35.00.

Initially it should be pointed out that although this book examines the Italian experience in education and its relation to the labor market, the problems and issues

that arise within that context are not unique to Italy. The apparent prestige of academic degrees beyond the secondary level has a complex relation to the financial rewards society places on them, whether in Italy, the United States, or elsewhere. The trend toward professionalization of many forms of work has emerged in many countries as well as Italy. And the role of education in shaping social policy and in affecting economic growth are issues that have demanded the attention of many nations. In light of the common issues raised by the postsecondary educational systems throughout the industrialized countries of the world, Marzio Barbagli's book may easily find an international audience.

Encompassing over a century of change, the Italian educational system is shown to have had a destabilizing effect on the country's social, political, and economic structures. The modern Italian public education had its roots in a statute approved by King Emmanuelle in 1859 and used subsequently as a model for postunification Italy. Though Barbagli's work was published in 1974, it examines a problem that was known to the Italian intelligentsia as early as 1880 and unrecognized by the United States until the 1970s: the "concurrent oversupply and un(der)employment" of persons with postsecondary educational qualifications.

Barbagli sketches the parameters of the historical theories underlying the Italian educational system, provides an understanding of the models that have been applied in administering it, and explains the process of modernization and industrialization in a society that espouses both a greater access to higher education and the practical realities of *numero chiuso*—the fixed number or quota on admissions.

Italy's historical affliction with illiteracy contrasts sharply with an overabundance of academicians, even in 1906. Barbagli portrays the Italian ruling class as keenly aware of the law of supply and demand in the production of laureati, and he even worried about the proliferation of lawyers in 1898.

He attempts to answer the question of whether the extended unemployment of the laureati was tied to a short-term economic cycle or a long-term phenomenon resulting from other variables. The problem of intellectual emigration also had its effect on Italian society. The early twentieth-century Italian government embarked on an organico-mania, or hiring spree, that had its parallel in the United States, with similar results.

From the formation of the national educational system to the reform brought about by the neofascist Giovanni Gentile, the "philosopher of the cudgel," Barbagli analyzes the social and political forces that molded and strained the Italian educational system. The changes that fostered and in turn were accelerated by the fascist government in a quiescent educational system and a depressed labor market during the world wars is examined in detail.

The reader may be surprised to discover that "thousands and thousands of young doctors" languished in unemployment between 1924 and 1931, or that a scholarly article in 1922 decried the plight of lawyers working as "copyists, peddlers, movie impresarios, preachers." Of no surprise is that "female university graduates were the first to be pushed off the labor market." The 1939 Carta della Scuola represents one of the Italian government's most fundamental attempts to adapt the educational system to the exigencies of the labor market. The book takes us through the post-World War II period of redirection and rebuilding, the reforms of the 1960s, and the national educational and economic systems as they existed in 1973.

Barbagli has included three useful and interesting appendices that provide historical and geographical information and enhance the material in the text. The body of the work is copiously sprinkled with footnotes, and it concludes with a bibliography, a glossary, and an index. All in all, it is a thoroughly professional and highly readable book.

JOSEPH E. KALET

Bureau of National Affairs, Inc.
Washington, DC

CARSTON, F. L. *War against War: British and German Radical Movements in the First World War*. Pp. 285. Berkeley: University of California Press, 1982. \$22.95.

By 1912-13 the European labor movement had become a political force of considerable influence. Tolerated by the state, led by charismatic and brilliant leaders, and armed with the printing press, the socialist-labor parties throughout northern Europe were able to convene international conferences at will and organize massive public demonstrations with ease. These parties proclaimed peace. Their press and pamphlets warned of imminent war caused by imperialism, an evil that all labor parties and trade unions must vigorously oppose.

Carston's lucid and richly documented study provides the best comparative account about what really happened to the German Social Democratic Party and the British Labour Party during World War I. He sets the story straight about how the left-wing parties subsequently organized and behaved. Carston's thesis is as follows.

The Left and their labor supporters who had opposed the war so vociferously dissolved almost overnight before the powerful influence of a suddenly inspired nationalism. Even more astonishing, the Left never was able to regroup and oppose the war, even as the years of fighting dragged on and tremendous hardships befell Germany and Britain. In both countries, the state waged war by passing laws to conscript labor, freeze wages, and divert resources to the war effort. Organized labor did little to stop these actions. As time passed, the Left's leadership remained split and in disarray. Despite a few scattered strikes, organized labor docilely supported the war. Even the Bolshevik Revolution in November 1917 failed to galvanize the Left in Europe to urge the masses to take up arms against their governments and stop the war. Why did the Left capitulate after demonstrating enormous growth and power prior to 1914?

Utilizing the documents of local police offices, city organizations, local newspapers, diaries, and the pamphlet literature of the