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of problems graduate assistants face the first time around: what to do the first day; the basics of lecturing, questioning, grading, and testing; and being a section leader. In this respect, the book's nearest counterpart is McKeachie's *Teaching Tips,* which probably contains as much practical advice and has the added merit of passing on a senior psychology teacher's professional expertise as well as some of his accumulated experience and wisdom. This work, however, may gain a response from beginning teachers precisely because its authors still seem to be close to the kinds of problems discussed and identify well with the beginning teacher. The book does not patronize its readers, though it does keep most of its advice confined to the immediate and practical. It is not very sophisticated, nor does it even incidentally reveal a large exposure to much that is known and has been written about teaching and learning.

Most of all, it is the "concise and lively guide for beginning teachers" promised on the back cover, the kind of book that departments should make available at no cost to all new teaching assistants and regular faculty. If sufficiently prodded by a university or college president, some department chairpersons might actually do so. As it bears Harvard's stamp, its common-sense advice may be respected, even carried out, by many of its readers. It is, in short, a good book as good teaching often is: direct, honest, concise, practical, possessed of some wit and eloquence, modest, and yet mindful of the great potential that exists in good books and good teaching.

The one disappointment I must express is part of my general disappointment with the place teaching occupies in the majority of our largest and most prestigious universities. It would have been a more impressive book if beginning teachers had not been viewed as quite such a distinct class (or subclass) and if those who act as their mentors were not also identified with that class (or subclass). Even a single essay on the higher mysteries of teaching by one of Harvard's eminences, who happened also to be expert and wise in teaching, would have added a dimension to the book beyond its utility in seeing that section courses are taught passably well. Beginning teachers might have been further served by some indication that fully embracing teaching at the outset will not stand in the way of gaining tenure and that full and continuing commitment will not jeopardize a career, even in the best of institutions.

Educating for Unemployment: Politics, Labor Markets, and the School System—Italy, 1859-1973, by Marzio Barbagli. Translated by
Robert H. Ross. New York: Columbia University Press,
1982. xiv + 414 pp. $35.00

JULIA WRIGLEY, University of California, Los Angeles

Educating for Unemployment: Politics, Labor Markets, and the School System—Italy, 1859-1973, was first published in Italy in 1974. According to the translator's introduction, it has since won a considerable reputation among European social scientists. This reputation is well deserved. The book is a penetrating study of the economic and political factors that have shaped the Italian educational system. Barbagli seeks to explain a paradox of Italian educational history: the coexistence of a huge university system, spewing forth graduates in seemingly irrational numbers, with a relatively undeveloped system of primary education. He argues that economic backwardness spurred the development of the universities. In painstaking detail, he shows that at the level of compulsory schooling there was a positive relationship between regional development and educational attendance. At the upper-secondary and university levels, however, there was an inverse relation between education and economic development. Students from poor areas flocked to the universities because academic credentials represented their only hope of social mobility.

Barbagli's work is not a comparative study—the focus is almost exclusively on Italy—but Barbagli does try to demonstrate that Italy's educational history differed significantly from that of other, more industrialized European nations. He suggests that the slow pace of university growth in nineteenth-century England stemmed in large part from the variety of alternative channels of upward mobility available to middle-class youth. There was a steady demand for employees in middle-management positions for which no university education was required. In Italy, in contrast, lagging industrial growth made the professions disproportionately important as desirable occupations, leading to a huge oversupply of doctors, lawyers, and others. Throughout the late nineteenth and much of the twentieth century, Italy had higher levels of university attendance than many richer European countries; in 1945, for example, there were more students in the universities of Rome and Naples than in all of England.

Barbagli rejects the functionalist or human capital argument that Italy's backward economy was due to an undersupply of educated people. On the contrary, he argues, Italy suffered from a vast oversupply of university graduates, an oversupply that stemmed from the backwardness of the economy. Other authors, such as Ronald Dore in *The Diploma Disease,* have argued that underdeveloped countries often have an unduly large number of university graduates, but Barbagli's book stands out because of the precise and detailed nature of his analysis and because of his integration of economic and political factors in explaining Italy's educational history. Barbagli examines the labor market for various occupations, but equally importantly he develops a bold class analysis of conflicts over the educational system. He stresses the political threat posed to the ruling class by the masses of unemployed intellectuals who played a volatile political role. Unemployed university graduates demanded that legislators create jobs for them by expanding the state bureaucracy. Although Italy developed a swollen public administration as a result of this pressure, the unemployed intellectuals could not be absorbed in sufficient quantities to lead to their political quiescence. They remained a political problem for Italian governments throughout the period Barbagli studied.

Barbagli favors structural over cultural explanations of educational growth and patterns of school attendance. In analyzing women's rates of entry into upper-secondary schools, for example, he calls attention to the seemingly surprising finding that women from the more traditional southern part of the country entered the upper-secondary schools at a higher rate than did women from the more industrialized north. This demonstrates, he suggests, that the push and pull of economic factors (particularly the lack of alternatives for women from the south) was more significant than supposed cultural patterns. Barbagli's economic analysis is not crude; he does not try to make everything fit into a simple economic schema, but he does emphasize the need to examine economic and occupational data carefully before falling back on cultural explanations of phenomena.

Educating for Unemployment is unusual in its rigor and analytic intensity. Barbagli proposes explicit hypotheses and seeks data to evaluate them; the book is filled with tables on educational attendance patterns and unemployment rates among different class and regional groups in Italy. It is also unusual in that Barbagli's treatment of the interplay of class and political forces is more sophisticated than that found in many American works. The reader is left with some unanswered questions after finishing this book; for example, Barbagli does not fully explain why university students should be predominantly left wing in some periods and right wing in others. The book is too densely written to be suitable for class use, but it stands as a model of rigorous historical scholarship. *Educating for Unemployment* should be of interest to students of higher education and all those concerned with the connection between education and the economy. In addition, political scientists and sociologists should find the work valuable because of the author's meticulous examination of contending class forces in relation to education.

The Administration of Sponsored Programs: Handbook for Developing and Managing Research Activities and Other Projects,
by Kenneth L. Beasley, Michael R. Dingerson, Oliver D. Hensley,
Larry G. Hess, and John A. Rodman. San Francisco:
Jossey-Bass, 1982. xxiv + 433 pp. $24.95

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In this introductory text, the authors describe the expected roles of a sponsored program administration office whether in an educational institution, nonprofit institute, research foundation, hospital, or governmental agency. They trace the evolution of the sponsored program administration as an occupational field and the development of the professional associations that concern themselves with the training of those working in this area. They provide models showing where sponsored program administration is placed within an institution and how a group is organized and staffed. There is discussion of proposal development, review, negotiation, and financial account-