

opportunities for learner interaction. The main strength of the book is the focus on strong pedagogical principles, first and foremost, and then describing ways in which various approaches can be leveraged in blended contexts in order to best address the needs of today's language learners.

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The making and shaping of the Victorian teacher: a comparative new cultural history, by Marianne A. Larsen, London, Palgrave Macmillan, 2011, 232 pp., £55, ISBN 978-0-230-24128-2

This book examines the making and shaping of a good teacher through relations of power and knowledge in Britain, North America and Europe from the 1830s to the 1880s, the Victorian era. This study is based on new cultural and historical perspectives. A similar public elementary school system emerged in these areas. The common trends in such an educational system-building were the state's increasing intervention, standardisation of curriculum and examination system as well as the establishment of state-funded training institutions. Within the process and practices of these educational reforms, teachers were socially constructed and regulated as modern and moral subjects.

Larsen aimed to conduct a middle-ground study comparing the traditional history of education and new cultural history. Firstly, Larsen stressed the usefulness of the post-structural approach of cultural history in order to assess how certain meanings and identities had been socially produced through relations of the power of knowledge. In doing so, Larsen introduced two analytical frameworks which were provided by Foucault: archaeology and genealogy. The archaeological approach took the form of discourse analyses, which consisted of close readings of texts in search of discontinuity or the reappearance of certain statements. Various educational texts listed later were examined using this approach. The genealogical approach was used to analyse the ways in which the subject had been constructed, produced or created over time and space. The teacher as a subject became an object of knowledge, whilst disciplinary technologies (a set of practices, processes, procedures, methods and tactics) were used to construct and govern the teacher. Larsen pointed out two teacher-creating technologies: external and internal technologies. External technologies were the methods used by others to control and regulate teachers. At a macro-level, these included formal teacher training— a system of regular inspection and certification, and at a micro-level these entailed examinations, inspections, timetables or dress-codes. Internal technologies were used by teachers to recognise themselves as good teachers. However, power and knowledge circulated among both technologies. Secondly, the historical element of the research was the use of various archival historical materials regarding the Victorian educational and teacher reforms. Larsen examined official documents, records of voluntary societies, books, articles and speeches written by individuals as well as school inspection reports produced in Britain, Europe and North America. However, Larsen noted that her analysis on the latter two mainly relied on secondary sources.

Before beginning her analysis, Larsen provided an overview of the Victorian educational reforms, and their common understandings and limitations. She then re-examined these limitations from cultural historical perspectives. Larsen stressed the similarities of the

opportunities for learner interaction. The main strength of the book is the focus on strong pedagogical principles, first and foremost, and then describing ways in which various approaches can be leveraged in blended contexts in order to best address the needs of today's language learners.

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educational reforms in these areas, and pointed to the common explanation, namely to view this trans-national emergence of educational reforms as a consequence of state-formation, urbanisation and industrialisation. Larsen noted that while the speed, pace and nature of reforms and the roles of the state, voluntary societies and religious groups differed among three areas, reforms emerged in well-established monarchist countries during the late eighteenth century and the early nineteenth century. However, Larsen criticised the view which attributed this contemporaneous emergence of reforms to state-formation, urbanisation and industrialisation. Indeed, she pointed out that the timing of these three elements differed with each area. Therefore, Larsen introduced four alternative explanations for the spread of mass public education: efforts of social, political and colonial reformers; educational study tours conducted by reformers, teachers, pedagogues and school promoters; increase of publication and dissemination; and circulations of ideas by immigration. Larsen emphasised the spread of Pestalozzi's ideas from Europe to Britain and North America in order to prove the existence of a certain dominant idea within this movement.

In the succeeding chapters, Larsen presented a detailed discourse analysis of historical documents in two parts: Part II (Chapters 4 and 5) and Part III (Chapters 6–8). Part II showed the process and contents of the social construction of a good Victorian teacher. In Chapter 4, Larsen examined the discourses of social crisis and derision of an existing school which targeted the poor and the school teachers. The concerns toward the general social anxieties held by the middleclasses were shared in educational discourses. Education became seen as a panacea for social ills, whilst teachers, the cores of schools, were presented as the key for reforming mass public education. Such discourses sought for solutions in enlightened notions (science, reason, rationality and empiricism), and formed a base for the emergence of a new system regarding the making and shaping of a good teacher. Chapter 5 analysed how certain truths about being a good teacher were constructed by reformers and teachers themselves. Larsen pointed to two contrasting aspects of the good teacher: the Modern Teacher and the Moral teacher. The Modern Teacher was an active, enthusiastic, dedicated learner, capable of transforming educational theories and methods into practice. The Modern Teacher was also highly knowledgeable in philosophy, pedagogy and children teaching. This aspect of the good teacher reflected the enlightened optimism and faith which believed in the power of scientific knowledge. While the Modern Teacher was often represented as a school master, the other aspect of the good teacher, the Moral Teacher, clearly presented a strong female image. The Moral Teacher was described as a humble, kind and loving mother. She was the Christian model of humility and obedience. However, Larsen noted that both female and male teachers were required to have both abilities.

Part III (Chapters 6–8) analysed the making and shaping of the Victorian teacher through disciplinary control in two areas: schools and training institutions. Chapter 6 focused on the use of schools as a site of control. During the period of Victorian educational reform, schools transferred from quasi-autonomous, flexible and shifting sites negotiated between parents, communities and teachers to disciplinary spaces where a heterogeneous web of external and internal technologies operated. External technologies consisted of inspectors, school managers and official school visitors. Internal technology consisted of the teachers themselves. The external influenced internal when teachers interiorised external gaze in their minds, and a powerful school room was formed. Chapter 7 examined the same practice within teacher-training institutions. There, teachers' character and bodies were shaped and regulated by micro-level external technologies (admission policies, timetabling, rules and regulations, dress-codes and drill practices). Training institutions served as total institutions to control every aspect of trainees' lives. At the same time, trainees themselves internalised such new invisible disciplinary power through hierarchical observations (an apparatus which

produces power and distributes individuals within its continuous and permanent gaze) and normalising judgement (micro-penalties in a variety of settings). In Chapter 8, Larsen pointed to other disciplinary systems operating within training institutions, and pertaining to the examination and documentation of teachers. Examining and grading of teachers based on their knowledge whilst also documenting and publishing systems of knowledge and reasoning about teachers became a necessary process, procedure and policy for a teacher to be a professional occupation. Therefore, training institutions created a new space for judging, comparing and governing individuals based on recorded abilities and dispositions.

In conclusion, Larsen emphasised the overlapping influence of both external and internal technologies in making and shaping a good teacher because teachers themselves acted both as the target and the vehicle of construction. Larsen noted four targeted elements of the good teacher: body, character, mind and soul. The body of teachers was subjected, controlled and transformed in training institutions. The character was controlled within schools and training institutions to create a moral educator. The mind was cultivated so as teachers were familiar with modern enlightened notions in training institutions and self-studies. The soul, the most important aspect, was required to know and govern itself and children. Further, Larsen pointed to the tension and paradox between the Modern and Moral Teacher which reflected the tension in Victorian society. However, two images were contradictory and incorporative, namely love and joy. This was stressed in classroom practice. In addition, Larsen clarified the gendered difference lying in both images, which related to the sexual division of labour. While the Modern Teachers were associated with male school masters above secondary education or male educational administrators, the Moral Teacher became increasingly seen as a female elementary schoolmistress with the feminisation of the profession.

Larsen provided a sophisticated study by conducting a cultural historical analysis using empirical historical documents. Larsen carefully divided the concept and procedures of social construction by proposing the background for the emergence of new notions in a Victorian international setting, and by examining the detailed contents of the idea of a good teacher and the practice of such ideas in action in specific spaces. Larsen emphasised the similarity of the emergence of the concept of a good teacher by conducting comparative discourse analysis. Larsen's comparative analysis has also acted in unison with recent trends in educational history to conduct comparative studies in secondary and female education.

From the perspective of the historian of girls' secondary education, the differing gendered image Larsen presented by analysing the Modern and Moral Teacher could be of particular interest. However, Larsen might be oversimplifying the division between female and male teachers as well as that between educational administrators and teachers. There were differences between female teachers in different educational stages reflecting social classes, educational experiences and abilities. Jane Martin and others have pointed to the power and practice of female educational administrators after the establishment of the School Boards in 1870. Larsen also failed to thoroughly demarcate the gendered difference of the discourses themselves. Therefore, further empirical research could be built upon Larsen's work by concentrating on the specific space and site to conduct a gendered discursive analysis.

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