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The Ecole Normale Supérieure and the Third Republic. By ROBERT J. SMITH. Albany: The State University of New York Press, 1982. Pp. vii + 201. Tables, index, bibliography. \$39.00 (cloth), \$13.95 (paper).

Although this monograph has been just recently released, Robert Smith's research on the Ecole Normale Supérieure (ENS) has long been well known among students of modern France. In particular, his data on student recruitment and the career patterns of ENS alumni has been frequently cited in the flurry of studies on the continuity of elites, most notably Ezra Sulieman's *Elites in French Society*. Yet the full value of Smith's contribution is evident only upon reading his work in its entirety.

Smith focuses on two central aspects of the history of the ENS. On the one hand he outlines how this institution recruited, molded and perpetuated a moderate republican elite. On the other he examines how the humanistically trained *normaliens* were able to emerge as a dominant political group during the Third Republic. Originally created by the Revolutionary Government in 1795, the secular and republican nature of the ENS made it a target of suspicion and control with each succeeding regime. Yet the small ENS remained indispensable for any state, for it was there that the best young minds were trained, in classes of perhaps fifty each year, for positions in the educational system. *Normaliens* dominated secondary (*lycée*) and university instruction, and were in the forefront of the literary and scientific worlds. Beyond these parameters they were blocked from other careers by competing corporate interests, political circumstances, and their own humanist education.

With the collapse of the Second Empire in 1870, and the discrediting of other elites, such as the military and aristocracy, *normaliens* were able to effectively enter parliamentary life and to gain access to a wider range of state careers. From these new positions, alumni of the ENS sponsored a sweeping series of social reforms, particularly in the field of popular education. As the institution training both state leaders and educational staff, the Ecole Normale basked in reflected praise, while the choicest career opportunities were monopolized by its graduates.

Ironically the very success of the *normaliens* created the conditions for their decline. The Dreyfus Affair introduced partisan politics into the ENS itself; while the bulk of the students and faculty were pro-Dreyfus and were instrumental in his ultimate vindication, an anti-Dreyfusard and nationalist minority was also evident. Simultaneously, a tiny but visible core of socialists formed, associated with Lucien Herr and Jean Jaurès, underlining the fragmentation of the Ecole's traditional moderate republicanism. Moreover, the success of educational reform created a need for instructors beyond the capabilities of the ENS to provide them.

Coupled with the flight of younger alumni from customary educational careers into the fields of politics and journalism, the increased demand for instructors rebounded to the benefit of the Sorbonne. Finally, the inability of humanistically-trained legislators to solve the new social and economic problems of the 1920s and 1930s led to an increasing demand for administratively and technically competent personnel to grapple with affairs of state. After 1945, *normaliens* again found themselves increasingly confined to intellectual and cultural life.

The most impressive aspect of Smith's study is the statistical base he amasses on student recruitment into the ENS. Not surprisingly, most came from Paris and the older educational centers of the south and east; young men from the Catholic west or industrial north preferred less secular and more practical educational paths. Of more interest is the fact that most students were from families of educators, state functionaries and liberal professionals, far out of proportion to their representation in French society. The urban concentration and emphasis on education common to these groups is obvious, but the unusually large number of *normaliens* who were the eldest males in their families also suggests the careful husbanding of resources, the long preparation for examinations, and the use of patronage networks that are symptoms of a very traditional pattern of social mobility within one career line over the span of generations. Once established as part of the cultural and republican "aristocracy," such families tended to perpetuate themselves as *normalien* dynasties. Despite its very "middle class" composition, the ENS has always been viewed as a socially diverse institution drawing upon all social strata fairly equally, a myth the ENS perpetuated. Smith argues convincingly that, although this myth of egalitarianism was exaggerated, the social composition of the ENS was consistently more plebian and more reflective of French society generally than other *grand écoles*, and became increasingly so as students from lower class backgrounds benefitted from educational reforms to compete successfully for admission.

Reflecting Smith's original research project, his study on the period from the founding of the Third Republic until the First World War is excellent. The material for the interwar period, however, is relatively weak and often anecdotal in nature. The brevity of coverage does not allow for a detailed discussion of the November 1928 anti-militarist petition drawn up by eighty-three *normaliens*, an incident which had important repercussions among leftist literary and political groups. While Smith makes judicious use of Paul Nizan's novel *La Conspiration*, he does not draw from his correspondence or his *Les Chiens du Garde*, which directly challenged the values and worth of the ENS. A discussion of the literary networks by which students and alumni of ENS gained access to

the more prestigious periodicals and publishers, and hence established their careers early, would have been an important addition to the study.

These omissions are relatively trivial when compared to the information Smith does provide. His analysis of the social composition and politicization of the ENS is an important contribution to the scholarly understanding of the transformations and continuities of French society in the three decades preceding the First World War. Smith consciously ties his findings to those of others, especially E. Weber, and his text makes a fine companion to Terry Shinn's work on the Ecole Polytechnique. This monograph should be of immense interest to specialists in areas as diverse as the history of elites, of education, *engagé* intellectuals, and of social history generally. *The Ecole Normale Supérieure and the Third Republic* also provides an excellent example of the weaving narrative and quantitative materials together without losing intelligibility.

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Red and Hot: The Fate of Jazz in the Soviet Union. By S. FREDERICK STARR. New York, Oxford: Oxford University Press, 1983. Pp. 368. \$16.95

Studies of music by historians seem especially prone to a sort of sociological determinism which neglects the aesthetic experience of the individuals directly involved. *Red and Hot* avoids these faults admirably. S. Frederick Starr, who in addition to being a professional jazz musician is also a Russian studies scholar, has provided us with a superb study of jazz in the Soviet Union from the time of the Russian Revolution to the present. Far from being a mere musical genealogy, *Red and Hot* discusses in detail the issues of cultural cross-fertilization between the Soviet Union and the United States, the meaning of popular culture and the cultural effects of contrived "official" ideologies. Starr effectively portrays the unresolvable tension between the real tastes and inclinations of the Soviet public and the ideologically rigid official culture advocated (and enforced) by the Soviet elite.

1917 was the year of both the Bolshevik revolution and the first commercial jazz recordings. Starr presents us with two simultaneous processes. First, jazz, a product of the lowest American social strata, became the popular music of America at large, and soon spread to Western Europe and Russia, where it was embraced by both the public and