

colonial period and, for postcolonial, on economic topics. There was also good representation of European, Latin American, and North American scholarship—except for the usually ubiquitous Argentines, quite a few of whom were prevented from attending because of the recent conflict in the South Atlantic.

University of Florida

DAVID BUSHNELL

Modelos educativos en la historia de América Latina. By GREGORIO WEINBERG. Buenos Aires: Editorial KAPELUSZ, 1984. Notes. Appendixes. Pp. 260. Paper.

This book was written for the project "Development and Education in Latin America and the Caribbean," sponsored by UNESCO. In it, the author attempts to examine the concept of education in relation to the concept of "model" or style of development during seven periods of the historical process in Latin America, from the pre-Hispanic era until the early years of the twentieth century. This framework is overly ambitious for the space and time it covers, and for the huge diversity of problems with which it deals. Weinberg had to resort to an abundant, mainly historical, bibliography. These sources influenced and restricted the treatment given to various aspects of the educational process in Latin America. Although Weinberg has used recently published studies on the history of education, the lack of some fundamental research, particularly on Mexico, is very noticeable. The author begins the book with a discussion of the various models of development. He assumes the implications of a development model for the structure of power. Weinberg believes that the "model" gives meaning to the educational process. That is why he is trying to understand its meaning and goals. The results of these efforts are obvious. We have here a history of education in Latin America that clearly sees the political and socioeconomic conditions that affect it.

One of the positive features of this book is that the reader can find many common characteristics in the regional historical processes of Latin America; at the same time, however, there is a lack of consistent reflection about the role played by educational institutions in integrating the regions of the countries. The study is well structured, but there is an excess of adjectives that makes the prose somewhat tiresome.

Notwithstanding the book's shortcomings, I highly recommend it, not only for historians but for officials in charge of educational planning.

El Colegio de Jalisco

CARMEN CASTAÑEDA

Getting Ahead Collectively: Grassroots Experiences in Latin America. By ALBERT O. HIRSCHMAN. Elmsford, NY: Pergamon Press, 1984. Illustrations. Notes. Pp. x, 101. Cloth. \$13.95.

In this heartwarming little book, Hirschman recounts impressions gained during a visit to some 45 grassroots development projects supported by the Inter-American Foundation in six Latin American countries. Themes that are familiar to readers of his previous works on economic development recur here but with a new twist. Linkages and inverted sequences, for example, are characteristic of economic development, not only at the level of large industries or sectors but also at that of small community ventures. The emergence of an active involvement in public affairs and advocacy is linked to the prior successful development of cooperative activities undertaken to improve the private economic condition of members. Rather than being a prerequisite for the effective establishment of a cooperative, the acquisition of literacy is pursued as a consequence of the need to manage and follow its operations.

Throughout these accounts, Hirschman traces the incidents that gave rise to collective action and the manner in which ordinary people were mobilized for a common end. In some cases, a cohesive group and a thriving cooperative enterprise emerged out of a daring but failed venture, such as a land invasion. In others, success in a very small, single project led to a progressive expansion of cooperative ventures. Hirschman observes that the key ingredient of effective cooperative action is the dispelling of mutual distrust and isolation. This proves to be even more important than the need to mobilize capital resources.

However, external financial assistance is also an indispensable ingredient of success. Small grants from the IAF and other similar nonofficial American and European sources made possible the initial acquisition of an essential input. Technical assistance has increasingly come from native professionals who, rebuffed in attempts to achieve broad social or political reforms, lend their skills to promote visible change in the lives of their less-advantaged compatriots at a microlevel.

While the economic returns to participants in the cooperatives are significant, Hirschman also emphasizes important nonmonetary rewards. Lives have been enriched by a newly found self-esteem, by the formation of deep human bonds, and by the discovery that people working together can affect their own destinies. For social scientists accustomed to thinking of the state as the indispensable agent of change in the less-developed countries of the world, Hirschman provides a refreshing antidote, reminding us that small can be beautiful and that ordinary people can make it happen.

University of New Mexico

PETER GREGORY

Studies in Ancient American and European Art: The Collected Essays of George Kubler.

Edited by THOMAS F. REESE. New Haven: Yale University Press, 1985. Illustrations. Figures. Notes. Bibliography. Index. Pp. xxxvi, 449. Cloth. \$60.00.

Anyone involved in the study of Latin American art history knows George Kubler as the premier historian in the field. His seminal studies, *Art and Architecture in Spain and Portugal and their American Dominions: 1500–1800*, written with Martin Storia (1959), and *Art and Architecture of Ancient America* (1962), both in the Pelican series, are not only pioneer contributions but exist as benchmarks for subsequent developments in Latin American art scholarship.

Many may not realize that Kubler's innovative and substantive scholarship, documented in 16 books, ranges from a wide variety of contributions on pre-Columbian art in Mexico and Peru and American colonial art to esthetics and archaeology. This important volume, however, is composed of 52 essays by Kubler, and, according to its editor, is an attempt to restore "the wholeness of his [Kubler's] contributions to the history of art."

The essays are organized under four major headings: Colonial Art (14 essays); Spain, Portugal, and Europe (12 essays); Ancient America (17 essays); and Method and Theory (9 essays).

These four categories contain rich offerings, but the last category is the most revealing because in it Kubler pays homage to his mentor at Yale, the distinguished French historian and teacher, Henri Focillon. There he also goes on to discuss, in retrospect, his own key book, *Shape of Time* (1962). Kubler recalls how Focillon's broad approach wandered far from the traditional paths of European art history to "include all visual art, from cities and landscapes to industrial and decorative art, from the fine arts to the material culture of anthropology." It was undoubtedly this creative learning experience which directed Kubler into his innovative studies and prepared him in the 1930s to originate a completely new area of scholarship in pre-Columbian art.

This gathering of essays constitutes a major event in the dissemination of Promethean