Murray sets forth this case in several chapters as he examines the impact of the E.R.P. and E.P.A. in sponsoring a climate for adaptative change among Irish political, business and labour groups. Like other European governments, Ireland's leadership exhibited equal parts of zealousness and resistance in adjusting to the unyielding, new realities of American industrial domination and Cold War economic reformism. In this way, Murray's description of Irish political, business and labour tussles resulting from the adoption of American-driven reforms mirrors that of other country-specific studies on the E.R.P. and E.P.A. Murray's story embodies, then, not necessarily a unique case but how Ireland's experiences fits into the stream of common European responses and steps towards economic reform when faced with American dominance.

Murray does provide, however, an especially fascinating portrayal of the influence of religious leaders and liberal educators in hampering economic change. Greater labour-productivity schemes in particular raised again long-held social concerns over the plight of displaced workers and the rural poor. The overt influence of Jesuit and Catholic clergy in these debates offers an important leadership contrast with that of other European countries. Reflective of his own interests as a sociologist, Murray also chronicles how similar religious barriers against the secularisation of Irish higher education eventually succumbed through the steady advance of E.R.P.-inspired government and university initiatives and reforms.

Finally, Murray's case study of Irish involvement with the Marshall Plan also foreshadows Ireland's uneasy 'coexistence' with European integration as a fail-safe 'third' path to thwart U.K.–U.S. dependencies. In his portrayal of Ireland's involvement with the E.P.A., Murray shows that Irish leaders largely maintained a sceptical, isolationist viewpoint as they cautiously moved into the European Union (E.U.). In light of new controversies driven by the E.U. Lisbon Treaty and the world financial downturn, Irish economic separation debates have arisen again, mirroring those portrayed by Murray with regard to the U.K. and the U.S. in decades past. In this way, Murray's work illuminates the historic persistence of Ireland's long, frustrating struggle to achieve full economic independence.

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The politics of expansion: the transformation of educational policy in the Republic of Ireland, 1957–72. By John Walsh. Pp xii, 354. Manchester: Manchester University Press. 2009. £19.99.

The politics of expansion is concerned with the development of primary, secondary and tertiary education within the Republic of Ireland between 1957 and 1972. Walsh approaches the subject chronologically rather than thematically. Chapter 1 considers the Republic of Ireland's education policies between 1957 and 1959; chapter 2 covers the same topic between 1959 and 1961. In chapter 3, education reform between 1961 and 1965 is covered; the impact of *Investment in education* is the focus of chapter 4. In chapters 5 to 7, shifts in education policies, including within higher education, during the period 1966–72 are discussed. Although Walsh is very good at outlining the administrative decisions and structures that underpinned Irish education policy, for the most part he does not draw out adequately the social and economic causes and consequences of the observed decisions and structures. He is too much concerned with outlining the precise chronology of policy formulation and with discussing the merits of different political figures. Likewise, he is too little concerned with examining the changing balance within education policy between emulation and innovation, or with internal and external sources of the transformation.

This work began as a Ph.D. thesis within the history department of Trinity College, Dublin; as one would expect, given its origins, there is some diligent archival digging on display here, and some interesting asides are made along the way. One of the best points in

the book is the suggestion that archival evidence indicates that T. K. Whitaker was not, in the field of education, the arch-moderniser that official histories seem to take for granted in other areas of social and economic policy. Walsh also notes that the impetus for Irish education reform may have been found outside rather than inside the Republic of Ireland; for example, it was external consultants who were crucial in promoting scientific and technical education (p. 83). Walsh should be commended for stressing the role of the Organisation for Economic Co-operation and Development in spurring reform (pp 119–21, 312). In one passing but telling sentence, he observes that the example of polytechnics in the U.K. was an influence on the Higher Education Authority (p. 322).

The best aspects of *The politics of expansion* are related to the wide range of sources considered by Walsh. However, the scope of the book is limited because it is not concerned with developments within industrial and reformatory schools (p. 6). In addition, Walsh's methodological approach means that it is often harder for readers to follow the respective trajectories of primary, secondary and higher education than would have been the case if three thematic chapters had structured the core of the book's argument. If Irish education policy can be said to have 'evolved' – following the biological metaphor Walsh repeatedly uses (pp 216, 313) – then it did so via a punctuated equilibrium: changes came in spurts rather than continually.

Walsh seems, in particular, to be unsure of his footing when discussing the implications of his arguments. His contention that *Economic development* 'underlined that political attitudes towards education were beginning to change' (p. 311) is, for instance, somewhat at variance with his claim that T. K. Whitaker was between 1961 and 1965 still far more interested in the short-run financial costs than the (human capital) benefits that would be gained from reform of education (p. 81). Likewise, his repeated attempt to give credit to Seán Lemass for education reform (pp 161, 324) is equally unconvincing in this reviewer's opinion. Walsh's arguments seem much more plausible when he identifies *Investment in education* as the 'watershed' for the education system (p. 312).

The book's structure and length are unsatisfactory. There was an excellent two-hundred-page book that could have been constructed out of the materials that Walsh used; alas, *The politics of expansion*, with 327 pages of main text, is insufficiently focused. In short, the book is something of a missed opportunity, and it is also a frustrating read. Walsh all too often overloads the reader with administrative details while not simultaneously constructing and developing the kind of consistent, coherent and rigorous arguments that this reviewer had hoped for in a book on such a potentially interesting and important topic.

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1972 and the Ulster Troubles. By Alan Parkinson. Pp 400, illus. Dublin: Four Courts Press. 2010. €35.

The year 1972 was the bloodiest of the Troubles: 496 people were killed in violence, including 134 army personnel. Republicans were responsible for 279 of the dead, loyalists for 121, and the security forces for 85. The 'Bloody Sunday' killings – with no whit of legal justification or excuse, as the report of the Saville Inquiry recently confirmed in exhaustive detail – clearly goes some way to explain this sudden escalation and (as it turned out) early peak in Troubles disorder. The Paras, clearly, were a regiment with more striking power than finesse in the conditions of Northern Ireland. Operating out of their base in Corry's timber yard off the Springfield Road in Belfast, for example, they virtually laid siege to the republican strongholds, and residential areas, of Ballymurphy, Whiterock, Westrock and Springhill following the breakdown of the I.R.A. ceasefire in July. That they only killed five people, including a priest, during this period is a wonder. Their heavy-handed operations in