

demands, comparative historical investigations.

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Ruby Heap and Alison Prentice, eds.
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The publication of an anthology surveying fifteen years of scholarship on the relationship between gender, education, and social change in Ontario is a testament to the long-standing interest of women's historians in the history of education and to the vitality of the feminist challenge. Through the prism of gender, this collection of nine previously published and five unpublished articles examines education (here equated with schooling) in Ontario from the early nineteenth century to the inter-war period in a carefully crafted arrangement combining chronological development with thematic approaches. A stimulating introduction by editors Ruby Heap and Alison Prentice traces the interaction between women's history and educational history since the 1970s and situates each article in its historiographical context. Studies of teachers' work and unionization, vocational training, Jewish and Catholic girls' education, the male culture of the school inspectorate, seminary education, and mothers' relations with

schools demonstrate the range of interests of historians currently employing gender approaches.

In Part One, "The Emergence of Gender as a Focus," two articles by Ian Davey and Alison Prentice provide a representative introduction to the scholarship of the 1970s and early 1980s, much of which combined quantitative and gender analysis to document changes in the schooling of girls and the "feminization" of the occupation of teaching. Davey's pioneering study of female school attendance patterns in Ontario during the 1850s and 1860s (the only article in this collection to have been published prior to 1984) explores the effects of gender and class on school attendance patterns, linking the influx of girls into the schools with the increasing accessibility of free public schools. Prentice, in an article drawing on her earlier research undertaken with Marta Danylewycz and Beth Light, documents both the emergence of the teacher as "servant of the state" and a major shift in the nature of work in schools, the latter encompassing changes in the physical environment of the schools, the character and content of teachers' work, and the social characteristics of teachers.

Part Two, consisting of three examinations of "The Different Worlds of Turn of the Century Teachers," demonstrates how more recent scholarship continues to reflect a preoccupation with the social characteristics and experiences of teachers but has broadened this focus to incorporate the gendering of educational structures and hierarchies. John Abbott argues that female domination of

the teaching ranks was perceived by educational authorities as a threat to the cult of true manhood and that their defensive promotion of a male administrative culture, in which women taught and men managed, resulted in an increasingly patriarchal and problematic relationship between older male inspectors and the young female rural teaching force. Shifting the focus to Toronto, Susan Gelman documents the entry of women into secondary school teaching between 1871 and 1930, a development inspiring fears that "feminization" would prove detrimental to the character development of male students and to the status of the teaching profession, and prompting a concerted campaign to recruit male teachers. In a new study of the early years of the Toronto Women Teachers' Association, Harry Smaller examines the gendering of teachers' struggles, arguing that state regulation of early teacher unions benefited male board trustees and male teachers, providing women teachers with an impetus to organize and to seek privacy and autonomy in "a room of their own." In none of these studies do women appear as passive bystanders in this gendering process, with Abbott and Smaller in particular documenting women teachers' active resistance to attempts to restrict their opportunities.

In the third and strongest section of this collection, "Vocationalism and Its Meaning for Girls' Schooling," four articles explore the relations between family, education, and work by examining the impact of vocationalism on the definition and provision of women's education. Marta Danylewycz demonstrates that the suc-

cessful integration of domestic science education into an increasingly gender-specific curriculum resulted from the congruent concerns of middle- and upper-class women, school boards and Departments of Education, parents, and young women, ultimately serving to reinforce the existing sexual division of labour. Applying the techniques of discourse analysis in an innovative new study of the Toronto Home and School Council, Kari Dehli examines organizational documents and practices to demonstrate how negotiating relations with schools became part of the work of mothering. In a trenchant critique of earlier approaches to vocationalism that stressed class issues and ignored gender, Nancy Jackson and Jane Gaskell investigate the rise of commercial education in Ontario and British Columbia, situating it in the context of the traditions of middle-class schooling, the "administrative revolution" in the Canadian office, and the creation of the "pink collar ghetto." An important new study of the Toronto Technical High School by Ruby Heap similarly examines the role played by vocational education in the dynamics of gender segregation in the labour market, demonstrating that prevailing attitudes concerning the nature of "women's work" and "female skills" helped to shape a distinct female curriculum which in turn contributed to occupational sex segregation by preparing students for a limited range of female-dominated occupations.

In the final section, "Special Privilege: The Quest for Higher Education," five articles demonstrate that women's historians have shifted

their focus from an initial preoccupation with questions of accessibility to a concern with documenting the nature and diversity of women's experiences of higher education. Two new studies by Johanna Selles-Roney and Elizabeth Smyth challenge earlier dismissive characterizations of ladies' colleges and convent academies as finishing schools that provided a training in "accomplishments" for the daughters of the affluent. Selles-Roney maintains that ladies' colleges such as Alma College represented denominational initiatives in girls' education, preparing young ladies for "vocations" in family, teaching, and church work or social reform, while Smyth argues that the curriculum of St. Joseph's Academy, Toronto, emphasized academic excellence and evolved considerably in such a way as to increase economic opportunities for nineteenth-century Ontario women. Examining student interaction and extra-curricular activities among Jewish students at Toronto's Harbord Collegiate Institute in the 1920s, Lynne Marks uncovers evidence of both acculturation and continuity among the first Canadian-born generation. Turning to universities, a new study by Jo LaPierre examines the much-neglected academic life of Canadian co-eds in the nineteenth century, suggesting that women's curriculum choices constituted part of a larger strategy to gain acceptance through conformity to accepted norms of feminine behaviour, a strategy that also curtailed their future career options. Finally, Nicole Neatby examines the educational and career choices of women at Queen's to sug-

gest that university training was increasingly viewed as a preparation for women's interim career between graduation and marriage and that, by the 1920s, traditional attitudes toward paid employment and higher education were being eroded.

The regional focus of this anthology results in an unusual degree of cohesiveness, as important developments such as the feminization of teaching and the rise of vocational education are approached from a variety of perspectives, and names familiar to historians of education in Ontario—Egerton Ryerson, John Seath, Adelaide Hoodless—recur frequently. For this reason, several omissions that detract from the usefulness of this volume as a teaching tool seem particularly unfortunate. The editors' all-too-brief introduction provides a useful service in orienting the reader to the historiography on gender and education, but there is no comparable effort on behalf of the reader who is unfamiliar with the existing scholarship on schooling in Ontario. A timeline outlining key pieces of legislation and other landmark developments would have been helpful, as would, more crucially, an index and, particularly in view of the inconsistent and somewhat idiosyncratic form of footnoting, a bibliography of the relevant literature. A somewhat confusing layout, an irritatingly large number of typos and poor-quality illustrations do not do justice to this collection which, in the opinion of this reviewer, deserved a higher quality package.

As the editors note, there are gaps in this collection, reflecting the current

state of the historiography, and we clearly have much to learn about the intersection of gender with class, race, ethnicity, and religion. Nevertheless it is clear that in fifteen years, historians of education in Ontario have travelled a considerable distance through their increasingly sophisticated applications of the concept of gender as an analytical tool. All of these articles add to our understanding of the distinctive historical experiences of women but many of them demonstrate that gender analysis has implications that go beyond women's history. Most immediately, this collection points to the need for more studies acknowledging that men, as well as women, have socially constructed gender identities, a breathtakingly obvious conclusion that generations of educational his-

torians, perceiving masculinity as both natural and normative, have failed to draw. Even more provocative, however, are the questions that this collection raises about the role of education in constructing gender identities and in shaping a gender-segregated labour market. Its clear implication that the gendering of education itself, evidenced in the increasing differentiation of the curriculum and educational structures and hierarchies along gender lines, is an historical process demanding systematic investigation, poses a challenge that will undoubtedly preoccupy historians of education for much of the next fifteen years.

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