

Report, *Living and Learning*, proved more of a challenge, however, since it is listed only under its usually forgotten formal name, "Ontario. Provincial Committee on Aims and Objectives of Education in the Schools of Ontario."

The subject index is a useful guide when it deals with specific topics such as "smallpox" or "diabetes." It seems overwhelming when it lists very generalized topics such as "diseases," with more than eight hundred entry numbers in the first volume to pursue. Even more overwhelming is a subject like "tests and measurements," with something like 1,744 entry numbers in the second volume and few, if any, more specific subject headings related to this broad field. One would have to check all 1,744 entries in search of articles, reports, or theses dealing with intelligence testing since "intelligence testing" is not listed as a separate category (although "intellectual ability" is).

It is often said that in this era of sophisticated computer technologies, print bibliographies are anachronistic. That may be so but some of us, at least, still like hard copy which is completely and easily portable and not subject to "down time." The two bibliographies compiled by Sutherland, Barman, and Hale are, and will remain for some time, useful reference works and excellent starting points for those interested in exploring the research on Canadian young people. The bibliography on the history of childhood and youth will be especially handy as a means through which to introduce students to the field and to the range of research possibilities.

Rebecca Priegert Coulter  
University of Western Ontario

**Sandra L. Hindman, ed.** *Printing the Written Word: The Social History of Books, circa 1450-1520.* Ithaca and London: Cornell University Press, 1991.

These essays on the history of the book during the second half of the fifteenth century have their origin in a conference, "From Scribal Culture to Print Culture," held at Northwestern University, Chicago, in April, 1987. As the editor and fellow contributor Sandra Hindman points out, the essays, considered collectively, deliberately shun Elizabeth Eisenstein's thesis, as proposed in the 1979 *The Printing Press as an Agent of Change*, that print culture constituted a radical break from scribal culture. Rather, they constitute evidence that the two cultures, far from distinct, existed side by side for a long time and that printed books continued to owe much to manuscripts. Though the authors by no means write about the book in a social, economic, intellectual, or political vacuum, the essays share a common approach, namely the study of the actual books, manuscript and printed. With essays focusing on art history, history, literature, theatre, and analytical bibliography, it is an interdisciplinary collection which "combines the methods of analytical bibliography with those of the *histoire du livre* to offer an enhanced perspective of the

history of the early book." The essays are divided into three not mutually exclusive parts: Part I concerns printers, Part II, authors and artists, and Part III, readers.

In "From Schoeffer to Vérard: Concerning the Scribes who became Printers," Sheila Edmunds rejects the thesis, almost axiomatic to many, that the great majority of scribes went into printing with the advance of the new revolution. She argues that most scribes either entered totally different occupations, or, if they did go into printing, that they assumed quite ancillary roles—as editors, as proofreaders, as rubricators for print, as providers of models for type. Though acknowledging the difficulty of garnering sufficient biographical information, she calculates that only about four to six percent of printers who worked before 1500 had come from the ranks of professional manuscript makers. Accordingly, contrary to common belief "it was not a 'usual' practice" for scribes to become printers. Martha Tedeschi's "Publish and Perish: The Career of Lienhart Holle in Ulm" is an intriguing account of a printer who was as deficient in business acumen as he was independently minded. Tedeschi shows that Holle's printing career was short-lived and that his financial ruin was occasioned mainly by two poor publishing choices. In July, 1482 he published an expensive, beautifully illustrated, manuscript-resembling, printed edition of Ptolemy's *Cosmographia*. However, though clearly hoping to attract the attention of wealthy individuals who were accustomed to buying lavish manuscripts, he miscalculated his market. As

Tedeschi argues, his extravagant production, "while certainly an attractive novelty—did not satisfy the existing scholarly or scientific need for modern cartographic information" and he lost heavily. Perhaps realizing his marketing error with the *Cosmographia*, Holle next chose a more popular vernacular fable book, the *Buch der Weisheit der alten Weisen*. However, once again Holle, putting aesthetics first, ignored questions of economics and produced an expensive, deluxe book with 132 full-page woodcuts. He had more success with this work than with his Ptolemy, but it was not sufficient to avoid his banishment from Ulm early in 1484 for unpaid debts. Tedeschi points out that beyond the originality of Holle's productions, his press was "typical of the countless small German presses that were unable to survive in the new market."

Eberhard König's "New Perspectives on the History of Mainz Printing: A Fresh Look at Illuminated Imprints" is particularly interesting for its discussion of the European success of the 48-line Bible printed in Mainz in 1462. Most copies of this Bible left the printing house unadorned and were distributed not only in Germany but far afield to Italy, France, and Flanders, where they were then illuminated by local artists. Lilian Armstrong in "The Impact of Printing on Miniaturists in Venice after 1469" provides an informative analysis of aspects of the "complex relationships between printers, miniaturists, and patrons in Renaissance Venice." Of special interest is the discussion of the close contacts which many illustrators enjoyed with

Venetian printers, a situation unlike that occurring in Mainz.

Lotte Hellenga in her "Importation of Books Printed on the Continent into England and Scotland before c. 1520" analyzes one thousand imported books with early English and Scottish ownership. She concludes that 40.4% were printed and originated in Italy, 31.5% in Germany, 16.5% in France, and 11.6% in the Low Countries. She also attempts to determine the background of their readers. The top academic and professional echelons tended to buy Italian books, mainly because most recent scholarship came from Italy, particularly Venice. Ecclesiastical clientele, the secular clergy, and the monastic houses were more inclined to buy traditional texts from such German-speaking centres as Nuremberg, Basel, and Strasbourg. About other educated readers Hellenga does not generalize beyond stating that an individual's profession and particular interest probably determined his books' origin. Together with many other striking data, the author informs us that though women's names frequently occur among owners of books printed in England, she failed to find even one woman among the early owners of the sample of one thousand books printed on the Continent.

Michael Camille in "Reading the Printed Image: Illuminations and Woodcuts of the *Pèlerinage de la Vie Humaine* in the Fifteenth Century" employs cognitive psychology and reception aesthetics to provide a stimulating account of differences between the reading of pictorial narratives in painted manuscript miniatures and those in printed woodcuts. In effect,

he is discussing the gradual change in the whole reading experience brought about by the shift from script to print. Finally, before passing on to more general comments it is important to stress that the other four essays, by Hindman, Cynthia J. Brown, Paul Saenger and Michael Heinlen, and Tobin Nellhaus respectively, are as commendable contributions to scholarship and are as well-written and informative as the six essays already mentioned.

While educational historians have studied educational practice and institutions of fifteenth-century Europe and such Renaissance educationists as Vittorino da Feltre, Desiderius Erasmus, and John Colet, they have generally paid too little attention to the increasingly important role played by books, manuscript and printed, in the educational process at this juncture of scribal and printed culture. For example, answers to the following sorts of questions are by no means always proffered in historical accounts of education covering this period. How did the new revolution change the teaching of writing and reading? Did university students' learning styles differ once they had access to more books and relied less on notes? How did the different aesthetic of the printed page, now often non-illustrated, affect an individual's reading? What changes occurred to the memory arts in education with the gradual shift from a more oral to a more literate culture? With the new book form, did the very nature of literature and illustration change and, if so, how did that affect the wider sphere of education? With an expanding book trade and greater access to books in different vernaculars, as opposed to

Latin, what were the corresponding changes in curriculum and teaching? To what extent did authors have legal control over their work and did this have any relationship to what was taught? These, of course, are by no means new questions. But if educational historians of the later Middle Ages and of the Renaissance are to provide articulate answers, they would do well to study more the research of art and social historians, historians of the book, and bibliographers. Hindman's volume should find its way into the bibliographies of such educationists.

Today we are in the midst of a revolution in disseminating information analogous to the print revolution discussed in *Printing the Written Word*. E(lectronic)-mail and the Internet are beginning to alter radically how numerous educationists and others are accessing, processing, and exchanging information. Not only are academic journals in an electronic format proliferating at a geometric rate, but there now exist a vast number of computer databases, full-text and bibliographic, which may be accessed through the Internet by anyone with a terminal and a modem. And these are not only scientific and technological journals and databases. Humanists and social scientists are not being left behind in this revolution. Moreover, students and professors are increasingly utilizing computer bulletin boards as a forum for long-distance scholarly discussion. Though I gladly leave aside the complex question of whether or not we may learn from history, I suggest that Hindman's scholarly volume on scribal and printed communication in

fifteenth-century Europe might offer an array of pointers when considering this analogous communication revolution taking place a half-millennium later.

Brendan A. Rapple  
Boston College

**Roger Magnuson.** *Education in New France.* Montreal and Kingston: McGill-Queen's University Press, 1992. Pp. 223. \$34.95 cloth.

Voici une synthèse sur l'histoire de l'éducation en Nouvelle-France, synthèse ambitieuse qui aborde successivement l'héritage français (ch. 1), l'activité missionnaire auprès des autochtones (ch. 2, ch. 3), le contexte global de l'éducation coloniale (ch. 4), le niveau de l'alphabétisation (ch. 5), la formation primaire pour les garçons (ch. 6) et les filles (ch. 7), et la formation secondaire, professionnelle, et technique (ch. 8). Cet ouvrage vient certainement combler une lacune. On y trouvera un aperçu complet de toutes les avenues éducatives qui ont caractérisé l'époque de la Nouvelle-France ainsi qu'une conception large du concept d'éducation. «Education in early Canada could benefit from a fresh look and a broader treatment, one that subscribes to the view that the formal school was not the only source of teaching and learning.» (Preface). Roger Magnuson a tenu compte de bon nombre des recherches récentes en histoire de l'éducation, tant en France