

Inasmuch as this book is attractive, interesting, and motivating, it is an unqualified success. Readers who may be interested in other facets of children, teaching, and schools also will find this to be a very useful reference work.

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Mary Kinnear, *In Subordination: Professional Women, 1870–1970*. Montreal and Kingston: McGill-Queen's University Press, 1995. Pp. 245. Can\$49.95 cloth, Can\$19.95 paper.

In Subordination helps to explain why the hopes of a strong feminist movement in turn-of-the-century Manitoba have yet to be realized. This book contributes to our understanding of the gendered nature of professions and women's dashed hopes that the professions would offer them social equality with men.

Given the book's broad inclusion of women in five professions—medicine, university teaching, law, school teaching, and nursing—it made some sense to limit the location to Winnipeg and its environs. Although census data suggest trends were fairly similar in other regions of Canada, it remains to be seen how other women's experiences compare with this group picture of Manitoba professional women. Kinnear's work relies on a variety of historical resources such as census data, professional association records and journals, mailed questionnaires, and, for some professional groups, personal interviews. In the case of women in the professions of medicine, university teaching, and law the numbers were small enough to permit interviews of almost all those working between 1920 and 1960. Fifty-three former university teachers, thirty-nine physicians, and twenty-four lawyers who lived in the Winnipeg area agreed to be interviewed although some, particularly physicians, did not like the feminist flavour of the questions. In the case of nursing and school teaching, where the numbers were much larger, only mailed questionnaires were sent out to a proportion of the membership. One must question whether this was a representative group and why no teachers or nurses were interviewed, given that some must have resided in the Winnipeg area.

In Subordination is well organized, with chapters devoted to each of the professional groups. The book is necessary reading for all interested in women's and professional history. It would be a valuable addition to a course about a specific profession's development as well as to courses studying the history of professional development in Canada. Professional women in this study entered their careers after World War I, when social expectations dic-

tated for women a "return to normalcy" of domestic life. Although each professional group produced exceptions to the rule and differed from each other in a variety of ways, generally all women in professional groups suffered lack of autonomy and lower pay than men. Still, they had advantages unavailable to other women in the labour force.

Professional women who married suffered the double burden of low-paid professional and unpaid domestic work. Many professional women who did not marry took on the domestic burden by adopting children. The author concludes that professional life and domestic life were not compatible for these women, which supports the initial premise that women were unable to realize their dream of equal partnership with men in professional life. But that does not tell the whole story. Social pressure to conform and centuries-old "fossilized assumptions about women" played a key role in determining professional women's life choices. Some women in this study harboured resentments, some were indifferent, and some even colluded in their subordination.

These contradictions to the main theme need further study. For example, the author suggests that by deferring to men, or by seeking a male head of department, women working in the predominantly female professions in the university setting demonstrated lack of appreciation of their authority. But there may be other interpretations. One is that these women understood only too well the male dominance of the university and willingly gave up their slight authority in order to have some little decision-making power. These and other women in the study placed a higher value on professional status, with all its flaws, than they did on individual authority. This book begins a journey toward understanding women's professional participation.

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Garth R. Lambert, *Dethroning Classics and Inventing English: Liberal Education and Culture in Nineteenth-Century Ontario*. Toronto: Lorimer, 1995. Pp. viii, 233.

Within the history of education, the study of textbooks and other curriculum-related materials remains, on the whole, a fairly recent phenomenon. As a piece of curriculum history, then, Lambert's *Dethroning Classics and Inventing English* is a welcome addition to a growing collection of education histories for nineteenth-century Ontario. Although many aspects of the book are well known to education historians—such as Strachan's early years in Upper Canada, the significance of American influences on Upper Canadian curricu-