

could be a weekday as well as a Sunday word. Diffusion of ideas in this roundabout manner is so expressive of English political instincts and cultural preferences that it deserves a much closer study.

Crone's *camera obscura* does not contemplate a static landscape and while the larger ideas of church and state are given proper attention, she draws us through the doors of the local schools and has much to say about the range of educational experiments, the philanthropic bodies, the stubborn (and sometimes grumpy) reactionaries and the perennial fretters about life's illusions and traps.

It is of course fitting that this engrossing study, telling us so much about institutional possibilities and walking us through such a gallery of individuals, should come from that remarkable seat of learning and improvement—the Open University. In the course of prison research and inspection visits over many years, inmates have occasionally told me of the hope that entered their lives through education. For those who could make the commitment, the Open University had a huge impact. Its pioneering remote study techniques, materials and assessment methods carried self-respect and a sense of achievement over the walls; its range of subjects opened windows and doors. A fragile thread connects us to Crone's locked-up men and women, stumbling though spelling-books and times' tables.

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Transforming Medical Education: Historical Case Studies of Teaching, Learning, and Belonging in Medicine

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Transforming Medical Education is an expansive but intentionally curated set of works on the history of medical education. When taken in its entirety, the book offers a compelling argument in favour of embedding the history of medicine within the medical curriculum. Pursuing a wide array of topics, set along different timelines, and generated from many historical perspectives, this work is both edited collection and Festschrift. The twenty-one scholarly case studies contribute new and significant insights into the history of medical education but are also offered up to celebrate the life work of Dr. Jacalyn Duffin, who taught the history of medicine in the Faculty of Medicine at Queen's University (Kingston, Ontario) for over three decades. As this work demonstrates, she left an indelible mark on her institution and her broader profession.

The historical scholarship is front and centre. The diverse case studies all work to underscore the need to research, historicize, and temporally situate medical education from a social-evolutionary perspective. Contributors explore themes of knowledge transmission, social justice, identity, pedagogy, and the way medical practice

is connected to and can be informed by historical research. The temporal and geographic reach of the works assembled reflect the expansive state of the field today. Individual contributions interrogate themes of professional inclusion and exclusion across continents, the problems and prospects of interprofessional collaboration and connection among clinicians across the global north and south. The authors also explore the transformations of post-secondary education in medicine around the world. Throughout, we also see social and cultural histories of how students navigated the learning environments, which in turn shaped the practitioners they would become.

A final section profiles the career of Dr. Duffin as a scholar and mentor. The preceding scholarly content is in part reflective of her own career output, though built on an expertise in nineteenth-century medicine, particularly the history of medical ideas and the context of scientific discovery. Her publications also ranged widely, most driven by sheer curiosity to understand elements of medical practice, politics, and knowledge production. This section stands apart from the scholarly contributions, offering a biography that traces Duffin's career from a medical student studying hematology at the University of Toronto, to the pursuit of a doctorate in medical history at the Sorbonne, to her long career in the medical school at Queen's University. It includes a colleague's acknowledgment of her influence on medical education internationally, and how her arguments in favour of creating textbooks supported the case for integrating history in the training of doctors both inside and outside of Canada. It also concludes with an edited, but still candid, personal interview with Jacalyn Duffin reflecting on her career. The editors expend considerable effort, both in the introduction and in the conclusions, to bring the dual objectives of historiography and personal history together into one coherent conversation. From both, we can clearly see how medical schools were and are on the one hand spaces to articulate social power and privilege, but on the other are also dynamic spaces capable of supporting and enhancing both scientific and social inquiry.

Overall, the editors succeed in their difficult task by giving enough literal and figurative space to the Festschrift portion. But, despite the heft of this volume, many readers might wish to have read a sample of medical student essays produced from her courses taught over the years. This would have offered another tangible demonstration of the influence both she and the history of medicine have had upon new doctors produced at her university. Still, *Transforming Medical Education* will be an important work for medical educators across all subject fields. Particularly useful for teaching the history of medicine, it provides an invaluable resource to those interested in the history of professional education, especially the education of medical doctors. Education and feminist scholars will pull valuable insights from Jacalyn Duffin's experiences navigating the academy, both humanities and medical, at home and abroad over many decades of the later twentieth and early twenty-first centuries. For many, it will underscore experiences and insights from a life spent connecting two different but ultimately complementary and compatible disciplines.

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