

a scientist who was fired in the aftermath of the Gouzenko affair. A more critical biographer might have tried to analyze the basis of James's appeal to powerful people. Did he often tailor his commentary to the audience he hoped to reach? Frost hardly seems to have considered this possibility. All the same, his book is a valuable contribution to our knowledge about one of Canada's leading universities and one of its most important principals.

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**W.E. Marsden.** *Educating the Respectable: A Study of Fleet Road Board School, Hampstead, 1879-1903.* London: Woburn Press, 1991. \$35.00 U.S.

Histories of individual English public (i.e. independent) schools abound; few even among the minor have lacked their chronicler. Accounts of schools primarily intended for the working class, on the other hand, whether the monitorial or the board schools of the nineteenth century or the elementary and modern schools of the twentieth, have been rare indeed. William Marsden's study of Fleet Road Board School is thus to be especially welcomed, both for the light it throws on a rarely explored terrain and as a first-rate example of a study of an individual school. Fleet Road was one of the many schools established by the London School Board under the terms

of the 1870 Education Act, which allowed the creation of locally elected school boards in all towns and cities where it was necessary to "fill the gaps" in educational provision for the poor which the churches, with their "voluntary" schools, had been unable to do. The boards had one great advantage denied to the churches—they could draw upon local taxes, known as "rates," for their finances.

Fleet Road, whose life as a board school lasted from 1879 to 1903, was situated on the south-east border of Hampstead, one of London's wealthiest suburbs; the main catchment area comprised districts largely settled by respectable artisans and the lower middle class. The school thus had social advantages lacking in many inner-city schools, or those situated in areas of poverty. Largely because of its location among a populace able to appreciate a good education for their children, and under the guidance of some remarkable teachers, Fleet Road became a showplace, widely known as the Eton of board schools. Nevertheless, it was and remained subject to all the regulations and restrictions to which institutions of this type were heir.

Marsden, a social geographer who has specialized in the history of urban education, begins his study with a detailed account of the demographic and social structure of the catchment area of the school, followed by a history of popular education in Hampstead and its environs of which Fleet Road, with extensive modern buildings and accommodation for over 1,700 pupils, was in a sense the culmination. The school's educational

prominence and the connections it forged with the Education Department and the London School Board ensured that it lived in a blaze of publicity. Marsden has made good use of the extensive materials available to paint a vivid picture of every aspect of the school, not least the teaching staff. His biographies of W.B. Adams, the headmaster, and Louisa Walker, head of the infant department, read like long-lost chapters of a novel by George Gissing.

Both teachers came from the respectable lower middle class and rose, in an era of meritocratic advance, by their own outstanding abilities to positions of eminence in their profession, distinguished by that outward sign of successful Victorian upward mobility, the employment of servants. Under Adams' charismatic leadership the curriculum of Fleet Road was widened beyond that of most Board Schools to include—beyond the basic subjects, history and geography—English literature, political economy, foreign languages, music, experimental science, commercial subjects, physical education, manual training, and domestic subjects. Inspired by highly qualified and well-paid teachers, the school became famous for the number of scholarships for higher education won by students—for many the only route to a professional career. The achievements of the school in choral singing were spectacular, school choirs repeatedly winning competitions open to all London schools. Louisa Walker, the author of many manuals of infant education, was a pioneer in the application of Froebelian Kindergarten methods to large urban schools. She introduced

action songs and games into the curriculum, and also used them in public “entertainments,” which brought the school fame but also not a little criticism from opponents of progressive education who saw them as wasteful and unnecessary.

Fleet Road, socially well-situated and part of a new, bureaucratized and well-funded educational system, was able to satisfy the growing demand for skilled employees in the expanding tertiary and service industries of late-Victorian England. Its peculiar merit was to be simultaneously progressive and “safe”; offering an advanced curriculum, progressive teaching methods and a range of “extras,” at the same time it inculcated a meritocratic ethic, orthodox morality (Adams was a Welsh Calvinistic Methodist), and patriotic ideology. Fleet Road was undoubtedly a Board school, falling within the parameters set by the regulations of the London School Board; on the other hand it was untypical, largely because its intake—children of the respectable lower middle class—was unusual for schools of its type, and partly because its outstanding teaching staff exploited to the full—and beyond—the possibilities inherent in the school's social and educational environment.

Ironically it was the school's very success which led to the ending of the type of education it purveyed. Fleet Road and some other board schools were providing what was effectively secondary education to the pupils of the higher grades; some schools, in fact, became “higher grade” institutions. Secondary-type education, by the end of the nineteenth century, was

thus growing naturally out of the elementary sector, and beginning to form a broad highway of advance under democratic local control for working-class and lower middle-class children. The ruling elite, alarmed at the implications of this development, set in motion a series of complex legal and administrative measures which culminated in the 1902 Education Act; this abolished school boards, set severe limits on the extent of elementary teaching, and transferred secondary-type education to a parallel structure of secondary schools, with committees of municipal councils taking responsibility for local education.

Fleet Road school was thus at the heart of one of the most crucial changes in English educational history, changes which still reverberate in today's social and educational climate. William Marsden has written an important book which demonstrates in fascinating detail the manner in which a study of an individual school can illustrate the general history of a period.

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**Paul A. Bator with Andrew J. Rhodes.** *Within Reach of Everyone: A History of the University of Toronto School of Hygiene and the Connaught Laboratories, Volume I, 1927*

**to 1955. Ottawa: Canadian Public Health Association, 1990.**

Paul Bator in this volume offers a history of one of the key institutions in the formation of public health policy in Canada in the twentieth century, the School of Hygiene at the University of Toronto. It is the first of a two-volume set designed to relate the history of the school from its official founding as an independent division of the university funded by the Rockefeller Foundation in 1927 to its dismantling and restructuring as a part of the University of Toronto Faculty of Medicine in 1975. This volume examines the origins of the idea of the school by John Fitzgerald in the founding of the Connaught Laboratories in 1914 and its growth as directed by Fitzgerald and his assistant, Robert Defries, between 1927 and 1955. A second volume will complete the story to 1975.

As Bator points out in his introduction, the School of Hygiene as a landmark in the history of health services in Ontario laid the foundation for federal and provincial health programmes across Canada. As the third school of public health set up by the Rockefeller Foundation in North America (the Foundation contributed \$1,250,000 between 1927 and 1931), it also helped establish what was considered the ideal triad of research, teaching, and public service. This ideal was projected around the world by related Rockefeller projects and by the international character of the school's student body. The Toronto-based facility subsequently played a major international leadership role in