

schools in departments which lacked a strong record for establishing public schools. Attacked by secular republicans after 1879, Catholic education had contributed significantly, nonetheless, to making primary education nearly universal by the late 1870s (p. 59). During the first decade of secularizing *public* schools (1879-1889) the weight of local traditions and beliefs prompted opponents of national policy to create *private* Catholic schools in more than half of the instances of secularization (p. 101).

As part of the inculcation of democratic political values in the minds of the next generation of male voters, the Third Republic also sought reform in the education of girls, destined to have influence as the wives and mothers of male voters. After 1879 most departments had to create new normal schools to train lay women teachers (most departments already possessed men's normal schools), and only in 1901 were lay, women public schoolteachers half of all women primary teachers (p. 149). Although republican leaders decried the backwardness of existing girls' schools and explicitly blamed this on the Church, Grew and Harrigan are more positive about the earlier history of girls' education. They concede that the availability of schooling for girls typically lagged about a decade behind that of boys, but they also see in girls' enrolment statistics (often in small, coeducational schools) evidence of parental demand and willingness to pay for girls' education by mid-century (p. 133).

In case after case, then, where statistical data illuminate controver-

sies in French educational history, Grew and Harrigan provide careful and balanced interpretations. Intrepid readers also can encounter much of their statistical data in raw form in 63 pages of tables, 8 maps, and 3 graphs. Like other recent "revisionist" historians of French education, Grew and Harrigan demonstrate that most children went to school before the Third Republic. Yet they also credit the Third Republic with some important innovations: improvement in the quality of the curriculum, professionalization of the teaching corps, and significant increases in national spending on education. Such results occurred, they nonetheless argue, because of the public's strong demand for primary education before the Third Republic.

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Alexander Lockhart. *Schoolteaching in Canada.* Toronto: University of Toronto Press, 1991. Pp. xvi, 175.

Education seems always to be in crisis, although the specific content of the crisis and the solution obviously reflect the times. The liberal reforms of the late 1960s and early 1970s attempted to address issues of relevance, equality, and individualization. The pendulum swung in the 1980s toward accountability and a concern with "back to basics." The continued

dominance of conservative ideology and the recession of the early 1990s has encouraged privatization and supporters of parent choice schemes. The proposed solution to the current fiscal crisis is excellence in education. Crises in education are not new. The nature of the crisis is of course related to changes in society.

In *Schoolteaching in Canada*, Professor Lockhart warns us about an upcoming crisis in Canada. This crisis is rooted in the erosion of confidence in public education. He argues this potential crisis is being brought about in part by teachers themselves as they adapt to changes in society. This adaptation process is limiting the options of the teaching profession to meet their own needs and the needs of their clients. Options are limited through the adoption of "client-insensitive" collective bargaining and the surrender of organizational and curriculum control to a closed system of administration (p. 113). The insights offered in this book are a welcome contribution to the debate on public education in Canada.

The organization of the book follows the traditional framework for general occupational analysis: supply and demand, worker characteristics, conditions of work, associations, and political environment. Teaching as an occupation has a number of features that make it unique among the professions and semi-professions. Teachers are ubiquitous. They are one of the largest occupational groupings and school boards are often the largest employer in the community. It is the one occupation that virtually every adult has observed for thousands of

hours. Traditionally teaching has been characterized by ease of entry and exit. Many university graduates use the occupation as a bridge between their university education and other types of work. A lack of commitment to the occupation and a relatively young and tenuous knowledge base are obvious drawbacks to those wishing to accord full professional status to the occupation. These and other issues are presented and discussed.

On a more personal level this work provides a useful resource for my sociology of education classes. Writing a book that targets a broad audience while locating the work within a disciplinary framework is not an easy task. The data are presented in an integrative manner without a belabouring of regional differences. This text avoids the cumbersome theoretical and conceptual baggage that occasionally overburdens the reader without a sociological background, a feature especially important for those of us teaching foundation courses to prospective teachers with diverse disciplinary backgrounds. Most (approximately 75-85 percent) of the students enrolled in our U.B.C. teacher education programmes are post-baccalaureate. Approximately 70 percent of this group earned a degree in either the faculty of arts or the faculty of science. My particular interest in the sociology of work and occupations has made Lockhart's work even more appealing.

The book provides a Canadian context with Canadian data that complements the established texts by Dreeben, *The Nature of Teaching* (1970) and by Lortie, *Schoolteacher:*

A Sociological Study (1975). Yet, its impact will be limited. The work relies principally on material published prior to 1984, which makes the content almost ten years old. Given the rapidity of social change, this is a serious deficiency. My curiosity was piqued by the number of references from the 1960s and 1970s and the relatively scarce references to more recent material. Of the 383 references listed, there is only one reference from 1987 and one from 1988. There are thirteen references dated either 1984 or 1985, none in 1986.

Another disappointment is that the work seems to be more illustrative than comprehensive. It is difficult to live up to the expectations of others, but I expected a more thorough treatment of the varying topics in the text. Moreover, if it is going to be illustrative, then one would expect a more contemporary treatment. For example, why refer to Blisshen's 1958 scale when a more current 1987 version (based on the 1981 census) is available. Why is the only reference to teacher expectation theory that of Rosenthal and Jacobsen (1966, 1968), when numerous studies qualifying their findings exist? Why no discussion of the current efforts to remedy administrative control and to give "clients" a voice? Although the parent choice movement in the United States has not received much popular press or acceptance in Canada to date, it is certainly the most direct attempt to give parents a voice and weaken administrative control.

Overall, I would agree with Lockhart that there may be serious difficulties facing the career system of public

school teachers. However it is not clear to me that collective bargaining is one of the causes. It is also not clear that administrative control is as much of an issue as it might have been ten years ago. I would want a more persuasive data base than has been provided here. Recent events in British Columbia, for example, such as the Teacher Education Act of 1987 and the Royal Commission of 1988, have led to a number of changes in education, not the least of which was the creation of a College of Teachers in 1988. The College of Teachers certifies teacher education programmes in the province and has control over disciplinary matters within the profession. My view is that teachers are gaining greater influence over curriculum and organizational matters than they have had in the past.

Despite its limitations, *School-teaching in Canada* has much to contribute. It provides a comprehensive analysis of the unique qualities of public school teaching, which hopefully will provide valuable insights to those with a stake in public education and, especially, future teachers. I believe the author has been successful in his provision of a useful, readable text that promises to raise the level of educational debate.

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Françoise Huguet, ed. *Les professeurs de la Faculté de Médecine de Paris: dictionnaire biographique,*