

*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 Blishen'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.

Frank H. Echols  
University of British Columbia

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

**1794-1939. Paris: Institut National de Recherche Pédagogique [INRP]/Édition du CNRS, 1991. Pp. xviii, 753. FFr 340,00.**

This biographical compendium of Parisian medical professors is by any standard an enviable scholarly achievement. In 753 pages, Madame Huguet conveys much of the prosopographical evidence one would require to make a picture of an influential segment of Parisian (and French) society across nearly 150 years. Social historians will be envious of their French colleagues.

Although certain parts of her data are skeletal at best, Madame Huguet's organization of the text makes it easy for readers to put flesh on bones. Along with lists of her subjects' academic theses and chief publications, the editor tells us of books and articles dealing with each of these 300-odd professors, including references in obscure medical texts utterly forgotten after the turn-of-the-century triumph of Pasteurian theories. Her work thus offers an immediately useful guide to scholars wishing further to acquaint themselves with secondary studies of French medicine.

This is a good and an important book. Its only obvious weaknesses are, first, its uninformative and extremely brief introduction, and second, its innumerable references to archives and libraries whose locations and organizations are unknown to persons who are not specialists in the history of France. The introduction covers the Revolutionary origins of the *faculté* and *agrégation* systems, but peters out

with a few notes on the role of hospitals (a crucial one down to the present day) in the French system of medical training. As to French archives and libraries, especially as the information age catches up with them, they are notorious for their impenetrability to the casual visitor. Huguet has not considered it necessary to help the unwary. These difficulties, however, are mere pimples on an otherwise beautiful visage.

Further, it's worth saying that this book joins five similar INRP volumes of historical biography, two on professors in Arts, one on professors in Science, another on Inspectors General of Public Instruction, and yet another on the whole body of personnel in French higher education. All cover the post-Revolutionary period up to the fall of the Third Republic in 1940; all are presented in consistent format and are (for specialists, at any rate) "user friendly."

Readers of this journal may like to know that the INRP's History of Education Service is responsible not just for these biographical reference works, but also for a fine journal (*Histoire de l'éducation*), a computerized index to French textbooks in all fields of study since the eighteenth century, a multi-volume catalogue listing the names and publication history of all educational periodicals that have appeared in France since the 1750s, various analytic-thematic works, occasional conferences, and a museum (or several museums if we accept an informal definition of "responsibility"). The production of six prosopographical volumes must alone have been hugely expensive in money

and time, and this at a moment of hard economic circumstance in France.

Returning to the Huguet volume, it may be helpful to describe the structure of its entries. The entry for Emile Achard (1860-1944) is fairly typical of the whole. We learn from it the names and professions of father and mother (jewellers in this case), when and where the parents were married, their religious background, and general family history on both sides (Protestants from Alsace, linguists and lawyers from the mid-eighteenth century onward). We are told of Achard's education—secondary, post-secondary, and professional—and of his passage through the *agrégation* (the competitive national examination for those seeking an eventual academic career in medicine). We find out whom he married and how many children he fathered (none in this case). Then follows a chronology of Achard's academic and professional careers, a conspectus of his work in learned associations, and his list of honours (Academy of Sciences, Legion of Honour, and the like). We are presented with a description of the main lines of his scientific research (renal aneurisms, organic chemistry of human metabolism), a brief list of his most significant books (ten of his thirty monographs, none of his thousand-plus articles and research notes). Finally, we have an outline of his religious and political views (vaguely Protestant, centrist Republican).

After all of this, offered in two and one-half dense pages, there is still much we do not know. Some of it we might easily discover thanks to Huguet's archival and bibliographical

indications. For instance, was Achard's research methodologically interesting and not just clinically usable? Was he a life-long innovator, or in old age an academic conservative? Was he a beneficiary of the patronage system that Terry Clark described in his 1973 study of the French academy? Did Achard help or hinder the broad turn-of-the-century movement to professionalism in medicine as Robert Fox, George Weisz, and Victor Karady have laid it out?

Other missing evidence would be much harder to track unless one were already familiar with the world of nineteenth- and twentieth-century French higher education. One would not know from Huguet's presentation, for example, just who was in charge of the ministerial offices that controlled the Paris faculty's finances, that ran the *agrégation* examinations, that influenced appointments (especially transfers from provincial faculties), and that vetted curricular changes. Nor is it immediately clear how this book's entries would contribute to studies of what I shall call "the political economy of medical education." We have little or no basis from Huguet's volume for explaining why some professors' research would be supported and some not, where and why buildings might be constructed or demolished, and how far the successes and failures of medical science/practice affected state support for the entire edifice of public higher education. It would have needed only an additional line or two in each entry to deal with these matters. Huguet includes a bibliography that would be of only limited

use in further work on the detailed mechanisms of governance in French medical education, or on the rise of the state interest in professional medicine.

As examples of her somewhat dated and narrowly continental view of social and intellectual history of medicine, I offer these: her single biographical item on "medicalization," not linked in any way to the content of her *Dictionnaire*; and her uncertain grasp of recent social-historical work on the rise and fall of medical practices, of certain para-professionals, and of associations concerned with practitioners' economic and social interests. It would be unfair to ask that the volume cover in explicit detail all of this vast waterfront. However, it is reasonable to expect that individual entries admit readily of new forms of historical inquiry. For scholars working directly in the field, all of these will seem trivial criticisms, since such persons will supply from personal experience the necessary background. For outsiders, it will be a different story.

To conclude on a positive note—as this fine book certainly deserves—I'd like to give examples of historical study that might be done without ever leaving its pages.

In reading through any fifty sequent entries, I found at least three features of professorial experience that directly invite argument and inference. First, Parisian professors very often (a percentage would be easy to establish) came from medical families, that is, families in which the father was a practitioner and/or a professor of medicine. The Broca family (he of Broca's brain) ran across four straight generations of

medical men. It would be particularly interesting to examine all the *other* professional and social categories from which titular professors drew their influence and power.

Second, Parisian professors both drew upon and managed to ignore the contribution of their provincial counterparts. The extent to which both of these dispositions were possible, even within the frame of a single generation or a single person, deserves analysis. Mary Jo Nye's recent book on scientific communities and provincial leadership in France between 1860 and 1930 offers an obvious starting point for argument on this score.

Finally, and very suggestively, Huguet provides a basis for understanding the consequences of professorial participation in wars: the Revolutionary wars, the uprisings of 1830 and 1848, the Franco-Prussian war, and the Great War of 1914-1918. In 1870, most professors were ambulance attendants and clinical operators. From 1914, at least a third were involved for some part of the war in doing research and development, whether on poison gas, X-rays, infection, field anaesthesia, orthopaedics, or other branches of theoretical and applied medicine. We learn much about the form and content of war, its management, and its effects from the apparently dry data of Huguet's entries.

I hope other, similar works may soon appear for medical professoriates in the scientific capitals of nineteenth- and twentieth-century Europe and North America. For as usual, a work such as Huguet's invites, if not

demands, comparative historical investigations.

William Bruneau  
University of British Columbia

**Ruby Heap and Alison Prentice, eds.**  
*Gender and Education in Ontario: An Historical Reader.* Toronto: Canadian Scholars' Press, 1991. Pp. xxi, 356, illus.

The publication of an anthology surveying fifteen years of scholarship on the relationship between gender, education, and social change in Ontario is a testament to the long-standing interest of women's historians in the history of education and to the vitality of the feminist challenge. Through the prism of gender, this collection of nine previously published and five unpublished articles examines education (here equated with schooling) in Ontario from the early nineteenth century to the inter-war period in a carefully crafted arrangement combining chronological development with thematic approaches. A stimulating introduction by editors Ruby Heap and Alison Prentice traces the interaction between women's history and educational history since the 1970s and situates each article in its historiographical context. Studies of teachers' work and unionization, vocational training, Jewish and Catholic girls' education, the male culture of the school inspectorate, seminary education, and mothers' relations with

schools demonstrate the range of interests of historians currently employing gender approaches.

In Part One, "The Emergence of Gender as a Focus," two articles by Ian Davey and Alison Prentice provide a representative introduction to the scholarship of the 1970s and early 1980s, much of which combined quantitative and gender analysis to document changes in the schooling of girls and the "feminization" of the occupation of teaching. Davey's pioneering study of female school attendance patterns in Ontario during the 1850s and 1860s (the only article in this collection to have been published prior to 1984) explores the effects of gender and class on school attendance patterns, linking the influx of girls into the schools with the increasing accessibility of free public schools. Prentice, in an article drawing on her earlier research undertaken with Marta Danylewycz and Beth Light, documents both the emergence of the teacher as "servant of the state" and a major shift in the nature of work in schools, the latter encompassing changes in the physical environment of the schools, the character and content of teachers' work, and the social characteristics of teachers.

Part Two, consisting of three examinations of "The Different Worlds of Turn of the Century Teachers," demonstrates how more recent scholarship continues to reflect a preoccupation with the social characteristics and experiences of teachers but has broadened this focus to incorporate the gendering of educational structures and hierarchies. John Abbott argues that female domination of