

CONTRIBUTORS

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Bruce Curtis teaches in the Department of Sociology at Wilfrid Laurier University and has published *Building the Educational State: Canada West, 1836-1871*.

Ian Davey teaches at the University of Adelaide and is the author of many articles on both Canadian and Australian history of education.

Anne Gagnon is a graduate student at the University of Ottawa.

Henry W. Hodysh and R. Gordon McIntosh teach at the University of Alberta and have collaborated on several studies using oral history techniques.

Nicole Neatby is a Ph.D. student at the Université de Montréal and is currently interested in research on the student protest movements in Quebec in the 1950s and 1960s.

Alison Prentice teaches at the Ontario Institute for Studies in Education and has published many articles and books on the history of education in Canada, including most recently, with Susan Houston, *Schooling and Scholars in Nineteenth-Century Ontario*.

Marjorie Theobald teaches at the University of Melbourne, and is editor of the *History of Education Review*.

REMINDER

**CHEA/ACHE meeting at the Learned's
Saturday, 3 June 1989
12:30 p.m.
Pavillon Comtois, Room 2107
Laval University, Quebec**

POTPOURRI

A selection of book notices, news items, announcements, and reminders.

Marion Amies and Ailsa G. Thomson Zainu'ddin. *Gladly Would They Learn and Gladly Teach: Australian Women and Education—A Survey of Historical Resources and Research*. Clayton, Victoria: The Faculty of Education, Monash University, 1988. 49pp.

This selected bibliography provides a useful introduction to primary and secondary published materials which relate to the educational experiences of girls and women in Australia. The first two sections of the bibliography are relatively brief and deal with the British background and historiographical issues. The third section lists the Australian sources and is divided into subsections covering topics such as histories of schools, training institutions and teaching orders, domestic education, sex education, vocational education and governesses, schoolmistresses, and teachers. The authors also list autobiographies and reminiscences, biographies, and works of fiction which deal with women's education. An especially innovatory subsection is one that lists school textbooks authored by women. The bibliography begins with a well-written introduction and concludes with an index of authors, educational institutions, and educators.

Rebecca Coulter

D.B. McCowan, ed. *The Successful Teacher, 1830-1988*. Scarborough Historical Society, October 1988. A Collection of Anecdotes to Commemorate the Seventy-Fifth Anniversary of Scarborough Village Public School, October 15, 1988. 23 pp., 7 illus.

The Successful Teacher: 1830-1988 is a historical publication that came about by accident. As editor D.B. McCowan acknowledges in his opening remarks, although plans had originally been made to publish in mid-1989 a serious volume devoted to education in Scarborough Village to commemorate the 75th anniversary of Scarborough Village Public School, a reunion at the school necessitated the early release of some sort of work on the subject. Therefore, instead of a scholarly treatise, McCowan has brought together a collection of primary sources on education in Scarborough, supplemented by a number of short essays. While this publication may have come about by accident, the result is nonetheless quite good.

The Successful Teacher covers a wide range of topics, mostly dealing with the personal side of educational history in Scarborough. Thus readers learn, for example, how much education was valued in Scarborough between 1830 and 1860, the crude nature of early school architecture, and the annual highlights in a given school to which students could look forward. And because the works are largely primary source documents, the biases of the authors make for lively reading. In the chief essay, readers can learn what qualities were considered necessary to be a successful teacher through the well-articulated words of S.G. Blanchard. Of course, the characteristic Victorian diction sometimes makes for an excess of articulation, as in the pen of one contributor to the *Markham Economist*, who in his description of the union picnic of 1876 notes the "truly sylvan scene" in which "about 3,000 partook on the leafy sward beneath the broad spreading branches of the noble monarchs of the forest."

For those of us who enjoy researching local history, and in particular educational history, a collection of primary sources is sometimes preferable to a series of monographs. Those unaccustomed to primary source examination will undoubtedly find this booklet a refreshing opportunity to involve themselves more fully in the interpretation of history.

Overall, with its abundant endnotes, this publication provides a well-rounded glimpse into the education history of Scarborough. Furthermore, and perhaps more importantly because very little has been written of the personal nature of educational history in Ontario, *The Successful Teacher* constitutes a valuable contribution to this neglected field.

Duncan Urquhart

Other titles from the Scarborough Historical Society:

D.B. McCowan, ed. *Learning for Life, Striving for Excellence*. October 1988. An Anthology to Commemorate the Opening of Kennedy Public School, October 13, 1988. 40 pp., 5 illus.

A collection of papers by Scarborough educators, members of the Kennedy family, and others with interest in education or the Kennedys.

Duncan Urquhart. *Corporal Punishment in Scarborough Schools, 1800-1870*.

Duties and qualifications of teachers; the school system; education acts of the 1840s; Ryerson's policies; recollections of J.C. Clark re discipline and teachers.

Scarborough Historical Notes and Comments. *Index to Volumes I to XI*. 35 pp.

A sample of articles on education includes: "Forty Years of Teaching, 1927-1967"; "St. John's Industrial School"; "Education, 1827-70"; Scarborough Subscription Library and Mechanics Institute"; "Trained Teachers"; "Alexandria Industrial School for Girls."

Available from Scarborough Historical Society, P.O. Box 593, Station A, Scarborough, Ontario M1K 5C4, or from D.B. McCowan, 19 Monarchwood Crescent, Don Mills, Ontario, M3A 1H3. \$6.00 including postage (cheque payable to Scarborough Historical Society).

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This journal supports the elimination of sexual, racial, and ethnic stereotyping and refers all potential authors to the appropriate guidelines in *The Canadian Style/Guide du rédacteur*.

Submission of a manuscript implies that it is not being considered for publication elsewhere.