

support in doing so. "...The bigger obstacle," the authors conclude, "involves the overall status of our teaching force, which has never received the same respect or credibility as other white-collar professions" (99). It is both unfortunate and ironic, therefore, that such a cartoonish cover was chosen for a masterful piece of writing on this serious and consequential topic.

Peter Seixas

University of British Columbia

Robert C. Vipond

Making a Global City: How One Toronto School Embraced Diversity

Toronto: University of Toronto Press, 2017. 249 pp.

How *did* Toronto make its twentieth-century turn from city of perceived Protestant Anglo-Saxon uniformity, to urban icon of multiculturalism and diversity? Commonly described in the century's early decades as the 'Belfast of Canada,' by the late 1990s Toronto city council adopted 'Diversity Our Strength' as the city's official slogan.

In *Making a Global City*, University of Toronto political scientist Robert Vipond deftly explores one Toronto elementary school's twentieth century experience to explain the forging of a more inclusive urban—indeed national—ethos of belonging. Through the prism of a single school, we see a city opening itself to diversity. Particularly compelling in this account are Vipond's expansive field of vision and clarity of connecting tissue. In fewer than 200 pages of text, he recounts 100 years of Clinton Street Public School's history, linking its role as an immigrant gateway to changing notions of citizenship, multiculturalism, and the purposes of schooling. Vipond writes with sophistication, appreciation, and affection of all that a neighbourhood public school is called upon to do.

Clinton School emerges in these pages as at once the driver, the arena, and the exemplar of evolving—often contested—approaches to relations among identities of difference. Much is explained here through the prism of a school. Schools have long taken on a mission of making citizens—inculcating values, behaviours and rituals deemed requisite to the role. Additionally, Vipond perceptively notes, schools are "the one state institution with which many citizens have daily and recurring interaction" (21). Accordingly multiple stakeholders strive to imprint their aspirations on a school. Vipond skillfully recounts the intersections of both 'history from above' (the roles of governments and school board) and 'history from below' (the roles of parents, teachers and students) in shaping "who belongs, under what terms, and to what end" (2). More prescriptively, he argues that "the Clinton model of citizenship" (18) has much to teach cities and states currently struggling with issues of citizenship and diversity.

Clinton School owes its starring role in the book to demographics and democracy. Over the twentieth century its neighbourhood received waves of immigrants, making

it successively the settlement hub for Toronto's largest non-Anglo population of the day. Vipond identifies three distinct demographic periods of the neighbourhood and its school: Jewish Clinton, from the mid-1920s to early 1950s; European Clinton, overwhelmingly populated by Italian and Portuguese immigrants from the mid-1950s to mid-1970s; and Global Clinton, since the mid-1970s, home to a *mélange* of longtime residents, recent newcomers from Asia and Latin America, and young Canadian-born professionals attracted to a dynamic, central city neighbourhood. "Diversity is in the school's DNA" (143), Vipond notes accordingly; indeed here was a Toronto school where the city's "minority was the majority" (144).

As Vipond tells it, every day at Clinton involved a negotiation of place, status, and belonging. Methodologically the author draws on a rich range of sources that take readers into school classrooms, corridors, playgrounds, and neighbourhood, as well as the broader education institutional system in which the school is embedded. In addition to consulting media coverage and government reports of the day, Vipond conducted interviews with many school graduates, parents and teachers, and perhaps most remarkably was able to access some 22,000 school registration cards recording significant biographic information on students who attended Clinton School from 1918 to 1990. One senses this was a school that knew it had a story to tell.

Beyond its statistical demographics, Clinton School stood out for the democratic spirit of inclusion it applied to identities of difference. In each of its three distinct twentieth-century iterations, Vipond identifies a signature issue that challenged Clinton to clarify its approach to schooling in a diverse setting. In its responses, he demonstrates, the school was giving distinct definition to concepts of multiculturalism and citizenship.

Vipond is particularly illuminating in teasing out the implications of: Jewish Clinton's answer to the 1944 provincial department of education requirement of compulsory Christian-based religious instruction in all public schools; European Clinton's response to an influx of immigrant students and parents after the Second World War possessing limited facility in English; and Global Clinton's response to the Toronto Board of Education's 1980s push to integrate heritage language instruction into the regular school day schedule. In each case, Clinton School marched to its own beat—whether in resistance or innovation. But always, Vipond argues, in principled embrace of diversity and inclusion, and rejection of exclusion or assimilation in favour of equitable integration.

Significantly, the deepest discord at Clinton arose over the heritage language issue. This when there was no longer a predominant minority (as in Jewish and European Clinton). Vipond reports bitter conflict over the issue, culminating in a "comfortable though not overwhelming" (179) parents' referendum vote against integrated heritage language instruction. Vipond's account is enriched by interviews with parents who were on the winning side, and could have been further illuminated by the voices of parents who supported integration. Is the moral, too, that a school is best able to advance diversity when a single minority predominates?

One wonders also whether all Clinton's minority populations were equally served by the school. Fifty years of tracking student educational achievement in Toronto

public schools has identified systemic inequalities of outcome based on class, race, ethnicity, and mother tongue. To the consternation of their community, Portuguese students have registered particularly adverse outcomes related to streaming, graduation rates, and post-secondary school attendance. What steps Clinton took to ameliorate their educational prospects, is of interest, though beyond the architecture of this superb book.

Robert Vipond declares at the outset that this was not a book he had any intention of writing. It flowed neither from his previous work, nor from any robust current of his academic discipline. Instead, the project found him. The result is a most thoughtful, engaging school history—full of empirical, analytical, and theoretical insight into how a school should be in a diverse, divided city and world.

Myer Siemiatycki
Ryerson University

David Wright

SickKids: The History of the Hospital for Sick Children

Toronto: University of Toronto Press, 2016. 480 pp.

David Wright's excellent history of the Hospital for Sick Children, Toronto provides the first comprehensive account of the hospital since its founding over 140 years ago. The wait has been worthwhile as this is a well-informed, skillfully written history. Wright sees the hospital "as a prism, reflecting diverse social practices and cultural preoccupations of the time period and society in which it operated" (367). He places the unique history of the hospital into the context of developments in science, pediatric medicine, and surgery, changing ideas in child psychology, and the many advances in health care in the twentieth century and beyond. Throughout the book, Wright emphasises the significance of changing patterns of hospital financing within Canada, the hospital's relationship with generations of Torontonians, and, more recently, its global reach. With an abundance of archival sources, Wright had a difficult task selecting his material. In my view, he has made excellent choices. There is no shortage of inspiring stories and accounts of outsize personalities, but neither does the author shy away from less happy and sometimes shocking events that occurred at the hospital.

Early chapters focus on the group of middle-class women, led by the pious but intrepid Elizabeth McMaster, who founded the hospital in 1875 but, as the enterprise grew, ceded control to a male board of trustees. The long-time chairman of the board, newspaper magnate John Ross Robertson, more or less bank-rolled the hospital and wielded great power in subsequent years. Robertson's drive, foresight (and money) certainly enabled the Hospital for Sick Children to become a leading pediatric institution. The story of McMaster and her Ladies Committee has a less happy ending. Wright fully explores the difficult relationship that developed between McMaster and