

ROBERT S. PATTERSON, JOHN W. CHALMERS and JOHN W. FRIESEN, eds.—*Profiles of Canadian Educators*. Toronto: D.C. Heath Canada Limited, 1974.

Profiles of Canadian Educators will likely be used by historians for a great many years. It is not just a collection of previous publications although some authors have written on several aspects of the life of particular favourites. It is no easy task to select twenty giants in education, with representation from different historical periods, provinces, religions, and languages all to be considered. Consequently, volume II is quite likely to appear.

The editors were faced with the task of searching beyond their own horizons of mountains, wheatfields and beefstock and the contributors can draw from scholarship in most provinces. It still seems that Quebec was quite under-represented at a time when anglophones badly need to understand more of that unique province.

Only two profiles from Quebec are included and one on the impact of French in the development of the West. None of them are twentieth-century figures. (By comparison Alberta rates four, three from this century.) It seems that the more recent profiles represent those who promoted the current educational systems of English-speaking Canada and Quebec authorities did not seem "modern" until very recently. It is fair to exclude those still active, but rather whiggish to present Canadian educational history as evolutionary and progressive however tortuous the path.

Chalmers handles the first profile (Bourgeoys) imaginatively; three centuries have brought many changes that he helps to clarify for readers who are non-historians. The life styles of the first white settlers included poverty, early deaths from natural causes or war, child brides and a pervasive natural fatalistic religion. Mother Marguerite Bourgeoys and her teaching sisters deserve this broad canvas interpretation and Chalmers' vivid prose has impact. He will be faulted for superficial documentation and a slightly condescending tone for native society and the cloistered religious orders. However, he has a most convincing demonstration of the impact of the Church on education in New France.

Chalmers' contributions on Barnett and Lazerte deserve close attention. Both educators merit inclusion but Chalmers' long professional life has been partly entwined with theirs. He can scarcely control his exuberance with these subjects, but by stressing the impact of their ideas to the whole of Canada he goes beyond his "Foothills Province" approach. Of course, some of their significant contributions were undeveloped in the interest of brevity, but Lazerte's foundation plan deserves more than three lines in a period when educational equalization has been sought throughout North America. These chapters are better documented, but the hortatory tone seems incongruous.

Althouse receives a far more scholarly and more biographical treatment from Friesen and McGaw. His lengthy influence on teacher education, the CEA, and the Ontario Ministry gave him a significance to all provinces and unrivalled stature in his own. His comments on most crucial issues are included. Friesen and McGaw remain cautious in their estimate, claiming Althouse as eclectic but scarcely original, yet an exemplar in Canadian education. A sobering note for flag wavers!

John McDougall (Friesen's only other chapter) is given a well documented account without becoming ostentatiously scholarly. The profile is of a model missionary, respecting and respected by Indians, government, the Hudson's Bay, R.C.M.P. and clergy—including Father Lacombe. McDougall's impact was enormous but this conventional (almost glorified) assessment has been challenged by authors like Cardinal, and Friesen should have noted such reservations.

Hubert Newland represents one of the classic dilemmas for assessment. Born in Ontario, educated internationally, active as teacher, administrator, public servant, teachers' federation organizer, college professor and educational theorist, dominant in Alberta and

influential in Canada — what do you highlight? Patterson provides the data but no specific assessment. However, the title implies progressivist and there are observations that Newland could explain Dewey, Counts or Kilpatrick as well as anyone. It is significant that religion was not Newland's primary driving force, and in this he symbolizes contemporary education. In Canadian education however, the greatest contribution lay in the efforts of Newland, Lazerte, Althouse (and others not included among these profiles) to lift teachers beyond the nickle and dime craftsman into a true profession. This entailed a study of society, a mastery of theoretical principles of pedagogy, an understanding of children and absolute mastery of subject matter — if all could be accomplished. Patterson might have noted (like Friesen and McGaw) that none of this was original and the seed had fallen sometimes on stony places.

Certain general criticisms fall to the editors and the publisher. The book is filled with little errors that imply slipshod proofreading. Obvious examples like the omission of ten citations required by the text on Ryerson show the neglect. Further, some of the titles and editorial sections imply newspaper deadlines and attempts to grab attention. It is not necessary to present a scholarly tome to remain accurate and objective. For example, Egerton Ryerson was not the founder of Canadian (English speaking) Education, and McNeill's article demonstrates and claims less. The section on Taché and Goggin present one of the most important debates in Canadian educational and constitutional history so far as can be done through the two biographies. But the editors forget that many of the central decisions mentioned were reversed by Laurier when the Alberta and Saskatchewan Constitutions were established. McDonald's profiles of the Territorial Statesmen are very well done. but non-historians would appreciate a context by the editors.

Several contributors provide valuable scholarship, polish or new interpretations that add significantly to the students' library on educational history: Hamilton, Netten, McDonald and Child. Purdy and Stamp provide warmed-over versions of previous articles that enjoy wide circulation, so *Profiles* add little to most libraries. Sheehan and Norman contribute well balanced articles easily justified by their importance, but less widely known. On the whole, the collection represents significant figures to Canadian educational history and although the scholar will find little that is new, there is good reason for novitiates to buy and use the book.

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H. J. Dros, ed. — *Urban History Yearbook, 1974*. Leicester University Pres, 1974. By subscription.

The year 1974 appears destined to be the *Bar Mitzvah* of urban history; its ceremonial initiation into academic manhood; its rather emphatic declaration to a place by right as an academic discipline. The rite of Spring, 1974, was the appearance in England of the *Urban History Yearbook*. It has all the appurtenances of a scholarly production in its cardboard cover and fine body paper, its painstaking prolegomenon of purpose, genesis, and prospect, and its sage advice to its disciples to temper enthusiasm with scholarly constraint. The rite of Autumn, 1974, was the publication in the United States of Vol. I, No. 1, of the *Journal of Urban History*,¹ a full-fledged example of the "learned" review, with the usual modest complement of scholarly articles, reviews, and miscellanea.

Both publications represent, in a sense, a plateau in the hitherto disorderly growth of the study of the urban past. An excellent overview of that growth, in both Britain and the

¹ The *Journal of Urban History* is published by Sage Publications, Inc., P.O. Box 776, Beverly Hills, California, USA, 90210.