

to the nineteenth century "eater" rather than the "gourmet" is indicative of his disdain for the bourgeois values which, he believes, brought French cuisine to its nadir in the mid-nineteenth century after its glorious achievements of the eighteenth century and before its revival in our present century.

Having presented his major theme in the first section of his study, the latter two thirds of Aron's book are somewhat of an anticlimax. Still, this latter, less controversial section is undoubtedly the most serious part of the work and the part most useful to historians. Using the approach of a sociologist, in his later chapters Aron delves in much detail into the eating habits, food, and diet of nineteenth century Parisians. The author employs such diverse sources as restaurant menus, market statistics, and purchasing records for *lycées*, hospitals, and charitable institutions, as well as literary references, in describing the evolution of French culinary taste and attitudes throughout the nineteenth century. For example, the historian as well as the gourmet might be interested in knowing that Frenchmen developed a taste for macaroni during the Italian wars of the Directory and Empire; that roast beef was at the height of its popularity in 1814 when it was fashionable for snobbish French Anglophiles to imitate the English; that after the debacle of 1870 the popularity of German wines declined markedly and French taste as a whole became less cosmopolitan in nature. More important still, in the latter part of his book Aron makes a concerted effort to delineate the eating habits of the different strata of nineteenth century French society. The author takes apparent pleasure in describing the Gargantuan day-long feasts of the affluent members of the Grands Estomacs club and in contrasting these repasts with the victuals offered the poor in the Victorian equivalent of the soup kitchen, or worse yet, by the "*bijoutiers*" and "*houilleurs*" who specialized in peddling in poor districts discarded leftovers from luxury restaurants. By continually contrasting the diet of the different layers of French society, Aron shows nineteenth century French gastronomy to be definitely a "*phénomène de classe*" which saw wealthy Parisians spending as much for one meal at the elegant Café Anglais as a poor family would devote to its entire food budget for several months. Aron's study confirms and corroborates with numerous examples what historians have already asserted, that the French upper classes were extremely well nourished throughout the nineteenth century, while the poor or indigent were reduced to a bare subsistence diet. Students of nineteenth century social history should find the mass of information which Aron has accumulated most useful, for he demonstrates clearly how the alimentary history of a society reflects its values, ideals, and *mentalité*.

Lawrence C. JENNINGS,
University of Ottawa.

* * *

EDWIN WELCH. — *The Peripatetic University: Cambridge Local Lectures, 1873-1973*. Cambridge: At the University Press, 1973.

Dr. Welch, now archivist of the city of Ottawa, has produced an absorbing centenary study on the development of adult education, or extra-mural studies, at Cambridge University. He has enlivened the documentary account with interesting anecdotes, and has managed to convey something of the atmosphere of this pioneering venture in university affairs.

In concentrating on the origins and early development of extra-mural studies, the author makes a useful contribution to Victorian social history. He commences with a cursory look at the development of adult education in Britain from the

eighteenth century, and indicates the diversity of individuals and organizations that shared in its growth. Attention is than paid, though perhaps not critically enough, to the career of James Stuart, the able and controversial figure, who is largely credited with involving Cambridge in adult education. Stuart certainly displayed some cynicism toward predecessors in the same field. Of lectures given by the mechanics' institutes, he wrote that they were "a stone given to the people in place of bread." His prescriptions for improvement — education to be "continuous," and lecturers to be men of "thorough attainments" — would surely have been accepted by the majority of mechanics' institutes, had they the means to implement them. That the mechanics' institutes of Crewe, Bradford, Halifax, and Nottingham, were among the sponsors of early Cambridge local lectures is an indication of their desire for competent teaching. That Cambridge was itself to suffer from a lack of continuity in early extension programmes is some measure of that problem. The early extension teaching of such men as William Roscoe of Owens College, and T.H. Huxley of the School of Mines, might have merited a passing comment, if only because they anticipated Stuart's work in a modest way. In 1873 Cambridge University established a Local Lectures Syndicate to continue the work begun by Stuart seven year earlier in a private capacity. After a brief tenure as secretary to the Syndicate, and even paying some of its expenses from his own pocket, Stuart resigned to concentrate on the development of his new and often unwelcome department of mechanical engineering.

Stuart's successor as secretary, the Rev. George F. Browne, began rather inauspiciously by making good one deficit from his own salary. Thereafter, local extension societies were required to pay in advance for their courses — a most difficult task in an era when so many other adult education bodies were seeking public support. Retrenchment was no doubt facilitated by the rise of embryonic civic universities, to which extension courses had contributed, and by improved facilities for the education of those middle class women so prominent in early extension courses. However, one wonders if the author might not have ventured a more fundamental examination of this financial policy, since early advocates of extension had stressed the university's obligation to share its large revenues with a wider public.

The advent of new county and county borough (technical) education committees after 1889, and their obtaining an unexpected windfall of local taxation revenue (the celebrated 'whiskey money'), stimulated a short-lived honeymoon with university extension. Between 1890-1891, courses increased in number from 71 to 161, the market for unemployed Cambridge graduates boomed, and an influx of working class students took place into subsidized courses in the sciences. By 1894, the honeymoon was over, with local extension societies now concentrating on liberal arts courses for a largely middle class clientele. The author finds the ultimate effects of the education committee partnership to be "unfortunate," and admits that its dissolution hindered cooperation for some forty years. In blaming unfortunate circumstances for dissolution, he would seem to be dealing over-leniently with Cambridge. Was the university really flexible enough to seize apparently heaven-sent solutions to the basic problems of extension education — public financial support and strong working class participation? Despite some innovative programmes, there appears to have been a degree of distaste in meeting these new needs and interests, and in working alongside the newly-elected bodies.

The advent of the Workers' Educational Association in the early twentieth century, and its partnership with University Extension, led to renewed attempts to enroll working class students. The author doubts whether early W.E.A. classes

were any more successful in achieving this goal, than were extension classes in similar subjects. It is unfortunate that insufficient data exists to demonstrate this theory since it would seem to be a fundamental issue. Certainly the early relationship between local extension societies and W.E.A. branches, and their relative social compositions, would merit fuller inquiry. Academic recognition of the work of adult students was provided in the issue of Certificates, but proposals for the award of an external degree or diploma were opposed in senate. Instead, gifted and persevering extension students could only aspire to be exempt from one year of an ordinary residential programme. No doubt, the external degrees of London University held a greater attraction to less affluent students seeking a qualification.

Dr. Welch dwells on the perils of early extension teaching with its extended travel, fluctuating salaries, lack of tenure, and prejudice against the appointment of women. Not surprisingly, many lecturers were to seek the relative security of intra-mural appointments in the newer universities of Britain, the Commonwealth, or the United States.

Next to be treated are the effects of two world wars, the impact of the Depression, and the rival attractions of the cinema and radio. These stories are briefly told, in relation to the earlier period. They are set against a growing involvement in adult education by the 'redbrick' Victorian university foundations, and a parallel withdrawal from their areas by Cambridge. The author describes the "second flowering of university extension" that followed the outbreak of World War II, with the (now) Extra-Mural Board working in cooperation with the W.E.A. and Y.M.C.A. to meet the new needs of the allied forces and the evacuees. Such innovative courses were introduced as "Mothercraft" for the Women's Auxiliary Air Force, or a summer school for Austrian and German prisoners of war. Cambridge residential summer schools, originating in the Victorian period, grew in popularity in postwar Britain as facilities improved, and some were held as far away as Malta and Cyprus. The impact of television and the Open University are left for future assessment, although the former would surely admit of some comment at this stage. The author sees the centenary marked by the removal of many old animosities, restrictions, and problems, and by the development of a more secure base now that the state provides most of the funds.

In conclusion, the book constitutes worthwhile reading by all concerned with the development of adult education and the universities' role in meeting the needs and interests of the wider public. Useful statistical tables are appended to the work, but the absence of a systematic bibliography is a serious drawback.

Patrick KEANE,
Dalhousie University.

* * *

MICHEL HORN and RONALD SABOURIN, eds. — *Studies in Canadian Social History*. Toronto: McClelland and Stewart, 1974.

Yet another collection of articles! If we assume that such collections serve a useful purpose (and increasing numbers of students and vagaries of library regulations will probably ensure the proliferation of this kind of book), this particular collection is a good one. A historian and a sociologist have largely succeeded in papering over the cracks between the two disciplines by gathering together a sampling of recent articles on aspects of Canada's social past. The intended audience is English Canadian students (third or fourth year under-