

about the passengers who embarked from that port for New Orleans in 1785 are to be found in the series 458, not in 838. The assertions about particular collections are sometimes inaccurate. Series H in the Archives Nationales, sub-headed in the Inventaire as "Administrations provinciales (sic) et locales" is alleged to refer only to the seventeenth century and contain only one document of interest to Acadian historians. This is not the case but one searches in vain for any further reference. The H 1499² series that is included in this sub-heading in the calendars of the Archives Nationales is a rich source of documents about the settlement of the Acadians in Poitiers, containing letters and documents not to be found copied in other series nor in the archives of Vienne itself.

No volume of this size and scope can hope to emerge without errors. Those working in the field of Acadian history will quickly find it a useful work to annotate from their own researches, providing the copies they use remain glued together during the process. One might have wished that its compilers, aware of the inevitability of misprint and slip in any published work, had made every effort to ensure that the information assembled had been checked at every possible stage. The short and incomplete entries for the Spanish archives, for example, seem to have been based upon a letter this reviewer wrote, under the impression that it was, and would remain, an unpublished *aide-mémoire* between two researchers in the field of Acadian history. Had any further consultation about its contents taken place, the particular section in the *Inventaire* would have been considerably fuller.

It is the nature of the critic to emphasize the flaws in a work, but I would conclude with a repetition of the opening remark: this book is of value. The revelation of the amount of material that has been collected in the *centre* is enough to justify its price. A recent visit there has impressed me with the amount of documentation collected and the scholarly method of organisation, within the archives themselves. No studies should omit an early investigation of this archive.

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ALISON L. PRENTICE and SUSAN E. HOUSTON, eds. — *Family School & Society in Nineteenth Century Canada*. Toronto: Oxford University Press, 1975.

This addition to Oxford's series of volumes on Canadian social history is a valuable contribution to the historiography of Canadian education. In the words of the editors, most Canadian historians, through a concentration on "the national and narrowly political," have either ignored educational history or accepted "quite uncritically the conventional wisdom equating the expansion of formal schooling with progress" (p. 4). Prentice and Houston redress both these balances. Their volume clearly demonstrates the centrality of schooling to an understanding of nineteenth century society. Through an examination of alternatives to centralized, publicly-controlled, bureaucratic schooling they also move educational historiography away from the "one-path-to progress" syndrome.

Family School & Society raises many fundamental questions about nineteenth century education. What role did families play in moral, religious, vocational and citizenship education early in the century? What support was there for early forms of apprenticeship and private-venture schooling? Who promoted public schools and why? Why was the public school movement successful? Why

were more and more children sent to school in the course of the century? What role did the family play in education at the end of the century? These questions are answered by presenting a representative sampling of documentary material from both public and private sources. In addition to legislative debates and reports of local and provincial school officials, we read excerpts from contemporary treatises on childrearing, from sermons, diaries and family correspondence, records of philanthropic societies, newspaper advertisements and letters to the editor. As we proceed through the book and the century, public documents gradually replace private ones, as the debate over the means and ends of education passes from the family to the clutches of the state educational bureaucrats. Creeping institutionalization sets in.

One cannot quarrel with the focus on the nineteenth century. As the editors state in their introduction, "in the history of childhood, the nineteenth century was the century of schooling." By the end of the century "public schooling had become the uniform experience of the vast majority of the children of Canada" (pp. 1-2). Yet some questions remain unanswered. Was this experience as "uniform" in French-speaking as in English-speaking Canada? Was schooling promoted for similar reasons on the prairie frontier as it was in the established East?

Family School & Society also has an urban emphasis. "If the nineteenth century was the crucial time," say Prentice and Houston, "the cities of Canada were the crucial places" in terms of ideas on schooling and the development of school structures. "The small one-room [country] schools... gradually came to be seen as undesirable relics of the past with little to recommend them to parents and children" (p. 2). Agreed, as long as it was provincial educational officials doing the recommending. But rural parents and rural trustees dug in their heels and for the most part successfully maintained their one-room schools for another one hundred years. The editors might have devoted more attention to the question of how and why the family role in education persisted longer in the countryside.

These criticisms aside, Prentice and Houston have made a valuable contribution to both Canadian education and Canadian history. *Family School & Society* compels the contemporary educator to put the role of schooling in proper perspective. "As contemporary critics... take issue with the assumption that education can only — or best — take place in schools, we are relearning something that in a way everyone has known all along, namely that education and schooling are not necessarily the same thing." The book also demands that Canadian historians pay attention to the role of the school in shaping nineteenth and twentieth century society.

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TREVOR H. LEVERE and RICHARD A. JARRELL, editors. *A Curious Field-book: Science and Society in Canadian History*. Toronto: Oxford University Press, 1974.

"Just as a uniquely Canadian ethos exists in other areas of intellectual endeavour, so is there one in science. Our initial assumption... is that Canadian science — or, more precisely, science as it has been practised and developed in the territories and provinces that constitute contemporary Canada — has been