

**Carlotta Hacker.
THE INDOMITABLE LADY
DOCTORS.**

Toronto: Clarke, Irwin, 1974.
259 pp. Illus. Index. \$8.50.

This book was commissioned by the Federation of Medical Women of Canada on the occasion of their Golden Jubilee. It is a history of the struggle women had to obtain a medical education in Canada, portraying in some detail the lives of the first women to enter medicine and of those who made outstanding contributions to medicine and their country in succeeding years.

Canadian women did not want to masquerade as men to be accepted in medical schools, as the first woman to practise medicine in Canada had done. So, beginning with the suffragette movement, they campaigned vigorously and although they achieved their goal it was their outstanding performance as students and doctors that established them on a firm footing with their male colleagues.

The book is well written, describes the all-round characteristics of the lady doctors, their courage and tenacity, their duties as mothers, their love for beauty, music and attractive clothes; their good humor and wit and their dedicated service to medical practise. Their contributions were not only within Canada but also around the world — India, China, Tibet, Serbia, Ceylon, Africa. They also gave service to their country in the armed forces and received several awards of merit in recognition of their work at home and abroad. In less than a century, they progressed from "stay-at-homes" to leaders in their profession — the truly indomitable lady doctors.

Isobel Wright, M.D.
Montreal

**Robert S. Patterson,
John W. Chalmers &
John W. Friesen, eds.
PROFILES OF CANADIAN
EDUCATORS.**

Toronto: D. C. Heath, 1974.
409 pp. \$6.75.

This book merits only an essentially negative eulogy before it is buried among the Canadian publications that are remembered best because they were remaindered quickly. Such a fate is a relatively kind one for a work that promises much and delivers it so badly. It is regrettable, however, that *Profiles of Canadian Educators* will no doubt detract considerably from the recent efforts of both Canadian publishers and educational historians to improve the quality of their work.

With the suspect and rather whiggish point of view "that students, particularly those claiming novice standing as historians, prefer to read about people and their ideas" as a starting point, the editors set out to meet this need by preparing twenty biographical essays of Canadian educators. The Introduction explains their "attempt to examine a limited number of the more influential and representative lives and ideas in our educational past," the practical need to limit their choice to the areas of "elementary and secondary education, and the professionalization of teachers" as well as their complaint by way of "justification for this approach . . . that the rapidly expanding body of published literature dealing with the history of Canadian education has not yet included a source book dealing with significant people. . . ." These views are eminently reasonable as far as they go toward describing the editors' reasons for embarking on a work they see as