

Foreword

My husband, Richard Jarrell's, interest in working-class education arose probably from his experiences while studying at Indiana University in Bloomington. In his first year there, 1964, he was admitted to the Residence Scholarship Program, which occupied one floor in an all-male dormitory in Trees Center, a collection of Second World War army barracks. The program provided inexpensive room and board to a small group of high-achieving students who lacked financial backing, in exchange for housekeeping tasks and continuing excellent marks. Richard later told stories of the grandmotherly administrator who helped students whose grades were dipping too low.

After Richard and I graduated, we settled in Toronto during the Vietnam War and made a wonderful life for us and our growing family. Richard studied history of science and technology at the University of Toronto and became a professor in the field at York University,

specializing in the history of Canadian science and technology. During the 1970s and 1980s, his explorations in that field exposed him to some of the schemes to provide agricultural and technical education in nineteenth-century Ontario and Québec.

Meanwhile, this interest took nourishment from his conversations with his Uncle Harry and Aunt Ann Atterbury, both firm believers in the value of education. Early in his career, Harry, at Carnegie Institute of Technology in Pittsburgh, had taught a blend of theory and practice to graphic-arts students who would become managers in publishing and printing. Years later, when he and Ann were running the *Hustisford News* in Wisconsin, their editorials encouraged local school boards to emphasize academics over sports – for example, to put books in their libraries rather than uniforms on their athletes.

For Richard, his adoptive and welcoming new land provided the perfect focus for the abiding interest in working-class education that had emerged from his own background and family and his experiences at Bloomington. He kept finding more and more about a vast and relatively uncharted field full of dazzling dreams and often-disillusioning realities:

instruction, both formal and informal, for farmers, artisans, and mechanics in Victorian central Canada. To this subject he turned in the 1990s with incredible energy and determination.

A profound and illuminating irony: Richard's own position as a well-educated professor in a metropolitan university resembled that of many of the Victorian reformers who sought to "educate the neglected majority." It seems not unreasonable to suggest that he was able to look at this educational proto-revolution from both sides and understand how important it was, despite its many dashed hopes and dreams, which nevertheless did not die.

Richard had been doing research for and writing this book for many years and was still revising it when he died in December 2013. In particular, he planned further revision of some chapters, which he would have undertaken if he had lived. After learning of his passing, McGill-Queen's University Press expressed continued interest in this manuscript.

We in Richard's family wish to thank especially three people for their contributions to this publication: Mark Abley, Richard's editor at

McGill-Queen's, for his commitment and for providing invaluable information and direction; Suzanne Zeller, for reading the manuscript and suggesting 'next steps'; and John Parry, professional editor, for his dedication to what he saw as Richard's extensive and path-breaking research, and for editing, revising, and organizing the manuscript and creating solutions. Each of these people has played an invaluable part in the fulfilment of my husband's objective by completing his work.

Shared circumstances bonded the Residence Scholars at Indiana University, who in 1987 started holding annual reunions in Bloomington. They named themselves the 'AHAYWEHs' ("Abandon hope, all ye who enter here," from Dante's *Inferno*), designed a t-shirt with that logo, and set up a website. I hope to celebrate this book with Richard's residence mates at the next reunion, back where this project began to germinate half a century ago.

Martha Jarrell

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