

Fifth Parliament (1808-1814), he notes that "the known level of education among the members was at an all-time low." He also records that it then improved till the Tenth Parliament! Legal education is really about the only type that can be discussed in some detail.

Professor Johnson is a well-known and highly regarded scholar in the Upper Canadian field and this work will certainly further enhance his reputation. He has provided us with an invaluable reference work which will supplement the *Dictionary of Canadian Biography* for anyone investigating the ramifications of Upper Canadian politics. But beyond the biographical aspects of the volume, he provides an analysis of the MHA's background, personal characteristics, and political outlook, and gives careful consideration to the changes that took place in the composition of the House over the half century of Upper Canada's existence. At the same time, while his material is quantified when adequate data is available, great care is taken not to put forward unwarranted or unsubstantiated claims. *Becoming Prominent* then will take its place among the handful of major published resources on Upper Canadian history.

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Paul Axelrod and John G. Reid, eds.  
*Youth, University and Canadian Society: Essays in the Social History of Higher Education*. Kingston and Montreal: McGill-Queen's

University Press, 1989. Pp. xxx, 381; \$34.95 cloth, \$16.95 paper.

This is an impressive collection of articles. The editors boldly claim in their introduction that there has been a flowering in the social history of Canadian education and that they have published this collection to show that a new generation of scholars is now producing significant work in the field of higher education. To a reviewer such an introduction is almost provocative but the evidence provided by the articles largely supports their claims.

As a minimum, the articles are all scholarly in the sense that the authors have posed valid questions, have gone to archival sources for information, and have based their conclusions on the evidence they have found. The questions were not always challenging and the answers are not often surprising, but the collection does show that higher education is now an established field of research in which the standards of scholarship are firmly fixed. And most of the articles deserve much more than this faint praise. They were written by productive scholars on subjects in which they have already established their expertise.

It is also noteworthy that this is not a collection of reprints. The editors give little information about the origins of the collection but they seem to have taken the initiative and asked their colleagues for submissions. Some of the articles are variations on themes already published, and others will eventually appear as chapters in books, but in the meantime, the volume does meet the editors' goal of acquainting readers with "new and

stimulating work in the social history of higher education." It will be more useful to professors than to students because the broader context is not always provided, but that in itself is a descriptive and not a negative comment. It will be all the more useful because each article is carefully footnoted and, more unusual, the volume includes a select bibliography of twenty pages.

Most of the articles imply a case-study approach: they describe the origins of student experience at one institution with the unstated assumption that the pattern they describe has broader applications. The records at Queen's permit Chad Gaffield, Lynne Marks, and Susan Laskin to provide a clear profile of the geographic and social origin and religion of students, as well as some information on their subsequent careers. Judith Fingard, on the career attitudes of the coeds at Dalhousie, and Barry Moody, on the impact of the war at Acadia, have less data but arrive at conclusions which seem clearly to have a relevance beyond a single campus. James Pitsula, on Regina College, and Malcom MacLeod, on Memorial University, are more local in their perspective, and of less general interest. But not all articles are narrowly institutional. Brian McKillop's article on the Ontario undergraduate culture and Diana Pedersen's on the YWCA are wider-ranging, and suggest a youth culture shaped by shifting values of manhood, womanhood, and religion. John Reid's discussion of the Scottish tradition of accessibility has less to do with youthful attitudes but is a

reminder that the relevance of myths can change with the social context. All in all, it is a collection which informs and stimulates.

Nevertheless, if we take the editors at their word, and look at this collection as representative of research in this field, there are some intriguing limitations. In chronological terms, the interest in higher education appears to be restricted almost entirely to the period from the 1880s to 1945. There is nothing on the earlier debates about sectarian versus nondenominational education or private versus public, and nothing about the social role of higher education in the years before 1880. And apart from Patricia Jasen's stimulating analysis of student criticisms of the arts curriculum in the 1960s, there is almost no reference to Canadian universities over the last forty years. This seems an even more surprising omission, since this is a period when, more than ever before, higher education meant specialization, and university degrees have become a requirement for admission to proliferating professions.

How to account for this concentration on the middle period? One explanation may be that social history in Canada has focused on the social consequences of industrialization, and is still obsessed with the shift from an agrarian and commercial to an industrial economy. This is explicit in the article by Keith Walden on student initiations at Toronto, although the link to industrialization seems tenuous, but it is implicit in most of the articles. Certainly the concern with the attitudes towards women and the emphasis on the impact of the war

which appear in many of the articles is consistent with this hypothesis. Another possible explanation is that social history in Canada has developed in part as a reaction against the emphasis on political history. Higher education in pre-Confederation Ontario or in the Canada of the last forty years may attract fewer social historians because it cannot be studied without including politics.

The geographical limits of the collection are also noteworthy. Eleven of the fourteen articles deal specifically with institutions in the Atlantic provinces and Ontario, or rely on documentary sources from these institutions to discuss higher education in more general terms. James Pitsula's description of student activities in a residential junior college in Regina in the 1920s is the only study of higher education west of Ontario. The only article on the French-Canadian experience is Michael Behiels' study of Georges-Henri Levesque and the introduction of social sciences at Laval. Again the emphasis on the early impact of industrialization may be the key. Whatever the explanation, the western experience with publicly supported, service-oriented, secular institutions is missing, and the distinctive features of Roman Catholic higher education in Quebec are ignored until industrialization provoked changes.

The limited focus of this collection, however, is also one of its strengths. It has a unity which a wider range of articles would not have. And the insights into social mobility, the significance of religion, and the changing attitudes towards women all

have a relevance which goes much beyond higher education. The editors have justified their claim that universities can be a fruitful field of study for social history in general.

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**Paul-André Turcotte.** *L'enseignement secondaire public des frères éducateurs (1920-1970): utopie et modernité.* Montreal: Bellarmin, 1988.

Professor at Saint Paul University in Ottawa, Paul-André Turcotte is the author of several socio-historical works on contemporary Quebec Catholicism, most notably a study of the impact of the Quiet Revolution on the congregation of the Clercs de Saint-Viateur (*L'éclatement d'un monde. Les Clercs de Saint-Viateur et la révolution tranquille*, 1981). This new book focuses once more on Quebec's male religious orders, examining the role of the teaching brothers in the creation and development of public secondary schooling for boys in Quebec during the period from 1920 to 1970.

The volume is divided into three chronological chapters. The first deals with the interwar period, while the second and third chapters examine the 1940s and 1950s, then the 1960s. The author's thesis can be summarized as follows. Well before the much-heralded reforms of the Quiet Revolution, the teaching brothers sought to innovate in the area of public secondary schooling for boys,