

of the study are a series of documents, reproduced in an annex, which detail the teaching brothers' educational projects between 1920 and 1966. An extensive, though not exhaustive, bibliography of secondary and published primary sources completes the work. In sum, the insights and the silences of Turcotte's analysis invite further debate and research in this area.

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Editors' Note: The following review was written prior to the dismantling of the Berlin Wall in November, 1989.

**James F. Tent.** *The Free University of Berlin. A Political History.* Bloomington, Indiana: Indiana University Press, 1988. Pp. xiv, 507. \$37.50 U.S.

As a visiting scholar at the Free University, I was there on the day when Berlin's most popular American president was assassinated in Dallas. In the university's commemoration ceremonies for Kennedy, the note of international tragedy was markedly mixed with trepidation about the future of this American-backed institution, born only fifteen years before. In fact, it survived, only to be embroiled in the late 1960s in even more turbulent ideological conflicts which left bitter scars behind. The appearance of an officially sponsored history to mark the university's fortieth anniversary was therefore most

welcome. Apparently because none of the present faculty could be entrusted to have sufficient objectivity, the task was entrusted to a foreigner, James Tent, whose scholarly reputation had already been established in a fine study of American educational and reform efforts in the post-1945 period of occupation, *Mission on the Rhine* (1982). Tent proves to be an excellent choice. His broad but not uncritical sympathy infuses his work, and his familiarity with the American as well as the local sources gives his work a significant international dimension.

Historians of universities often behave like anatomists. They dissect the university body into its various component parts—the faculties and departments—and describe the scholastic attainments of each, enlivened by pen portraits of the brilliance as well as the human foibles of the men, and a few women, who made these achievements possible. Or else, in attempting a more holistic picture, such historians rely more on statistics or dry descriptions of the development of the physical facilities. Tent eschews both these approaches. Instead, he rightly sees that the Free University of Berlin has always been a political creation, a microcosm of the stormy forces which have divided the city into seemingly incompatible halves, which themselves are the result of world political clashes arising out of the ashes of Berlin as the centre of Hitler's Third Reich. This is an explicitly political account of the struggles within or over the Free University from its controversial launching, its survival, its near-shipwreck and its

sailing into calmer, if still choppy, waters at the present time.

The first half of the book describes the origins of the University. Tent proves that the initiative came not from the American Military Government but from the Germans themselves, starting with students disaffected by the increasing Communist control and indoctrination imposed on the once-famous Berlin (now Humboldt) University in the heart of East Berlin. Until 1948 American policy in the educational field had been hesitant and improvised. Only after influential groups of Berliners, particularly the Governing Mayor, Ernst Reuter, joined the students did General Clay give his open support. Nor was there a sinister plot to divide and destroy the Humboldt University. Only 600 students, a quarter of the initial intake, crossed the city to enrol in the new venture, and even fewer faculty members took the same road. The British authorities were openly sceptical about the plan's feasibility, and the American educational advisers were divided among themselves. The dissident students' hope of finding a haven for the pursuit of learning free from ideological strife was never reached. Rather the new venture got under way in the most critical circumstances of the Russian-imposed blockade amidst the roar of airplanes overhead and an eerie silence at the border crossings.

Inevitably the growth of the university took place in a highly charged political context. Certainly large-scale American grants, both official and non-governmental,

assisted the development of the facilities. But it took years before reputable faculty members were willing to join, or the West German universities ready to grant accreditation. The eventual price paid was, however, to make the Free University conform to the standard conservative pattern of other West German institutions.

Twenty years later, when the founding generation had long since departed, a new spirit arose. Tent sees the student protests of the late 1960s as essentially anti-authoritarian, not the product of a Communist conspiracy organized from East Berlin. Having been supportive of the right-wing students' initiative earlier, he is studiously fair to their left-wing successors. Certainly their deliberately provocative anti-bourgeois life-style and rhetoric was compounded by the ham-fisted repressive behaviour of the university's officials. But the chief source of tension came from the fact that the radical students saw themselves as the harbingers of a new order in society, even in the world. When one of them was shot dead during a protest against the Shah of Iran, they had a martyr for their cause. The West German government's repressive moves and the world-wide student confrontations of those years only escalated the tensions in the pressure-cooker of West Berlin. The Free University's conflicts were played out in the full glare of the Berlin press. By the late 1960s, disruption of lectures, and even personal intimidation of professors considered to be "Fachidioten," became more and

more prevalent. The professors reacted predictably, sometimes even vindictively. The university's buildings became covered with banners, slogans, and graffiti proclaiming the victory of this or that radical cause. Police units had to be called in to maintain an almost permanent guard. With these outbursts of Prussian/German intolerance, the dream of the Free University's founders withered and died.

It took years before a process of "normalisation" could begin. The abatement of world political tensions helped; so did university reforms giving the students and junior teaching staff more say in policy. The university's administration was strengthened with a full-time presidency. The election of a thirty-one-year-old assistant professor, Rolf Kreibich, to this post in 1969 signalled a generational change. But the middle ground of compromise between the irate professors and the radical students preaching their firebrand forms of Marxism was almost non-existent. Only when the general political climate moved in a conservative direction, and the Berlin political authorities intervened to control the university's affairs directly, did more reasonable conditions prevail. But even now, in 1989, at least one prominent professor has to have a personal bodyguard whenever he appears on campus. The shadow of terrorism, represented by the former Free University student, Ulrike Meinhof, is still not expunged. Moreover, the F.U. in recent years has shared the general fate of universities

elsewhere; the vast expansion of student numbers in the 1970s has been followed by decreased budgets, cramped facilities, and uncertain career prospects in the 1980s. Its problems are no longer unique.

Tent concludes on a note of moderate caution. Now the largest such enterprise in the German-speaking world, the Free University is no longer a small idealistic institution reacting to an alien ideology. Rather it has become a huge amorphous body serving the needs of its city and its students. Tent's claim however that the Free University was and remains a maverick in the German university system is undoubtedly correct: no other institution has managed in so short a time to be so marked by political turmoil, confrontation, and polarization, where the lamentable irresponsibility and destructive radicalism of the students has been matched by the dogmatic obscurantism of the professors.

If, in the next few years, the political conditions of West Berlin were to change, if the Berlin Wall were to be dismantled, or if the question of German reunification were again to re-emerge, the repercussions of such hazardous developments would undoubtedly be felt in the Free University. It remains to be seen whether the legacy of ideological conflict and embittered intolerance over the past forty years, which Tent has so convincingly described and elucidated, will be repeated. We can only hope that when the next jubilee anniversary occurs in 1998, Tent will be asked to update his judicious and informative history of this significant,

if flawed, experiment in the making of a German university.

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**E.G. Finley, comp. *Education In Canada: A Bibliography*. 2 Vols. Toronto: Dundurn Press in cooperation with the National Library of Canada and the Canadian Government Publishing Centre, Supply and Services Canada, 1989. \$65.00.**

The publication of *Education In Canada: A Bibliography* has a significance which transcends its value to an intended audience, namely, specialized educational researchers plus faculty and students in related fields. It marks the "coming of age" of education as an academic discipline in Canada. If this comment appears a trifle pretentious, then the sceptic must consider the situation some twenty years ago, in 1969, and ask whether a venture of this sort could or would have been considered for publication at that time. Aside from advances in technology which have made a computerized database possible, educational scholarship has taken a dramatic step forward in the last two decades. This bibliography bears eloquent testimony to the amount of scholarly writing and research in education in recent years.

Published by the National Library in conjunction with the Publishing Centre of the Department of Supply and Services and Dundurn Press, the two volumes contain over 14,000

entries. These range from secondary sources such as books and monographs to reports, research studies, and major government documents. Non-published theses are also included. Education is very broadly interpreted to take in the formal system from pre-primary through to post-secondary levels, with both academic and technical/vocational streams incorporated within the entries. The time span begins in the seventeenth century and concludes in the early 1980s. The author index is designed to provide the main part of the compilation and it alone specifies complete bibliographic data for any particular item. Titles are listed alphabetically in a separate index while the subject guides consist of three divisions: (a) political jurisdiction (province or territory); (b) level of education (general, pre-secondary, secondary, post-secondary); and (c) historical period (Pre-1763, 1763-1866, 1867-1945, Post-1945). From the foregoing it is obvious that the National Library has gone well beyond its custodial role with the publication of *Education In Canada: A Bibliography*. As National Librarian, Marianne Scott expresses it: "with this venture...[we] recognize the importance of Education in Canadian life and the usefulness of the bibliography to Canadian Studies and to the history of Canadian Education."

After this thumbnail sketch of the overall approach of the bibliography, two questions remain for consideration: Is it complete? Is it useful? Since no reviewer would have the temerity (or the time) to openly