

ments du même genre tant d'Europe que d'Amérique" (p. 307). On note des progrès semblables dans l'enseignement de la philosophie et des sciences, cette fois-ci sous l'instigation de Jérôme Demers.

Ces pages sont importantes, car elles rappellent la mise en place d'un cours classique qui se perpétuera presque tel quel au Québec, pendant plus d'un siècle. Le Séminaire de Québec servira de modèle aux autres collèges-séminaires et imposera même son programme après la fondation de l'Université Laval en 1852 et, surtout, l'affiliation obligatoire des institutions à la Faculté des Arts.

Ce quatrième volume de Noël Baillargeon est l'un de ses meilleurs. La langue y est limpide et les jugements, pondérés. Il a sans doute une sympathie évidente pour ses prédécesseurs, mais il sait aussi noter certaines déficiences. Pour ma part, j'aurais aimé qu'il parle davantage de la canadianisation de l'institution et de ses conséquences; j'aurais peut-être aussi nuancé certains portraits de professeurs ou directeurs. Tel quel, cependant, le volume est à lire avec profit en attendant l'ouvrage crucial qui suivra sur la fondation de l'Université Laval et ses conséquences sur le Séminaire de Québec.

Nive Voisine
Université Laval

A. B. McKillop. *Matters of Mind: The University of Ontario, 1791-1951*. Toronto: University of Toronto Press, 1994. Pp. 716. Can\$35.00 paper, Can\$75.00 cloth.

With *Matters of Mind*, Brian McKillop has produced an original and important contribution to the field of higher education history. His study does not fit into the traditional categories we have come to know in this area of study. He has created a unique model that will inspire others. McKillop establishes clearly from the outset that he has not written the institutional history of a university. He has studied several Ontario universities, including the University of Toronto, Queen's, Western, and McMaster, with special emphasis on the University of Toronto as it was the largest institution and was the only university to receive guaranteed provincial funding until the second decade of the twentieth century. McKillop constantly draws comparisons between each university, remaining "sensitive to . . . institutional distinctiveness" (p. xix) while underlining shared experiences. This widespread comparative approach in and of itself makes *Matters of Mind* unique in the field, as we are exposed to the "larger picture" of Ontario higher education in a single volume.

But *Matters of Mind* offers much more than the advantages of comparative history. As McKillop points out: "My intention has been to establish and pursue several themes . . . to explore a number of unexamined avenues, to focus upon intellectual and social life and to relate the university experience as a whole to the life of the province" (p. xviii). Faced with this type of project, one is tempted to comment that it corresponds more to a commendable ideal. Rarely do scholars meet this kind of all-encompassing objective in print. McKillop clearly is an exception to the rule.

Indeed, the author has produced a study that analyzes several themes in depth over a long period of time. In essence, he has charted the evolving role of Ontario universities from the late eighteenth century to the early 1950s. This time frame constitutes a self-contained, coherent period. It predates the beginnings of massive federal government funding, and the expansion of the 1960s in terms of student population and the number of course offerings. Among other topics, McKillop studies how the ever mutating universities adapted to growing secularization, how they balanced a growing financial dependency on the provincial government with a desire for intellectual autonomy, and how they gradually took on new training responsibilities in the professions and in the newly emerging academic disciplines. The author divides his material thematically into five sections. One focusses more directly on the building and development of Ontario universities, another analyzes the rise and fall of academic disciplines and the nature of student life. The next sections explore these themes in the changing world of the first fifty years of the twentieth century. All the while, McKillop relates his findings to the wider political, intellectual, economic, and social context.

By bringing together so broad a range of topics and eras in so tightly woven an analysis, the author has produced thought-provoking linkages. In discussing the genesis of Ontario universities, he makes a very convincing case that higher education was an important preoccupation early on in the minds of the provincial leaders. He concludes that during the 1840s "the university question vied with the principle of responsible government as the major issue of the day" (p. 17). He also effectively documents the long-standing rocky relations between the universities and the provincial government by providing concise cameos of the key players involved and generous quotations from the important documents. We are made aware of the fact that politicians, university Boards of Governors, and many members of the public were slow to convert to the benefits of arm's-length relations between universities and the government. We are reminded, for instance, that until the early twentieth century at the University of Toronto, "all professorial appointments were made by the minister of education, not by university officials such as the president" (p. 153). In McKillop's view "the 1906 Act was, arguably, among the most

important pieces of provincial legislation in the history of higher education in Ontario—certainly in the history of the University of Toronto,” as it strengthened the powers of the University President, ending the constitutional basis for political control over internal university affairs. The author focusses almost exclusively on the relations universities developed with the provincial government. Passing reference is made to the fact that gradually starting with World War I, the federal government began to contribute funds to universities. It would have been interesting to get a closer look at the individuals involved in promoting that second level of government support.

McKillop is clearly in his element when discussing the rise and fall of academic disciplines during the period. This is his area of expertise and he often refers to studies he has produced in the field. By combining the fruits of this past research in the context of the evolution of Ontario's university system we are presented with an enlightening analysis about a vast array of fundamental transformations affecting all disciplines within academe. The author identifies and traces one particularly fascinating development: “the spectacular rise of English to a position of pre-eminence within the liberal arts curriculum in the span of a generation” (p. 219) as it began to supplant classics during the late nineteenth century. Contrary to what has been generally argued, McKillop sees in this development something more than a growing desire to provide students with practical skills in written English. As he points out, English courses focussed on literature and they were gradually perceived as the “way to preach about the greatness of British civilization” (p. 465), and more significantly, to inculcate cultural values infused with Christianity.

University students have been the topic of several articles, most focussing on student attitudes and activities during certain decades over the last one hundred years. McKillop's study integrates this material effectively, including a look at the universities' traditions of *in loco parentis* and their impact on student life. But his analysis is more than a synthesis of secondary sources. He is able to fill in many gaps in university student history by covering close to two hundred years through primary research. The author also considers many unexplored facets of student life, his most challenging attempt being to define the nature of students' religious beliefs in late-nineteenth- and early-twentieth-century Ontario. He uncovers the stress suffered by university students as a result of the intense religious life of the last quarter of the nineteenth century. He shows how these students had to accommodate what he calls the Victorian conundrum: “the attempt to strike a balance between material and moral progress” (p. 94). In fact, according to McKillop, this religious anxiety was “at the heart of mid-Victorian undergraduate experience” (p. 93).

It is quite remarkable to see how the author succeeds in putting himself in the minds of university students in each period, fleshing out psychological

portraits with great insights. This comes out again when he tries to gauge student reactions to the revolutionary thoughts and theories of the period, including Darwinism.

Women receive much more than the usual token paragraph or footnote. Not surprisingly, this is most obvious in the sections dealing with students. McKillop gives female students "equal time" as he systematically discusses the experiences of both sexes in detail throughout. He makes good use of insights provided in other contexts to enlighten English-Canadian student relations between the sexes. Overall, the author brings together "under one roof" a wide range of research conducted in other more specialized studies, both published and unpublished, in the area of higher education history—studies conducted in the Canadian context but also in American and British settings. This allows him to evaluate to what extent Ontario universities conformed to international trends in higher education and to identify distinctly Ontarian developments. His plentiful footnotes provide useful references for those interested in pursuing research in the various areas addressed. One can only regret that these references were not collated in a bibliography.

For specialists in the field, *Matters of Mind* provides a much-needed general account of the development of higher education in Ontario up to the fifties. For a wider audience, it offers a timely reminder of what university environments were like when they were more subject to government intervention. As Brian McKillop's study confirms, it took a long time to establish publicly funded institutions free to pursue "matters of mind."

Nicole Neatby
University of Prince Edward Island

Gordon Darroch and Lee Soltow. *Property and Inequality in Victorian Ontario: Structural Patterns and Cultural Communities in the 1871 Census*. Toronto: University of Toronto Press, 1994. Pp. xvi, 280. Can\$19.95 paper, Can\$45.00 cloth.

In an effort to examine patterns of inequality in the ownership of landed property in Victorian Ontario, the authors of this very detailed study subjected the data about a sample of 5,699 individuals drawn from the film manuscript 1871 census to a barrage of statistical tests. The sample is composed of adult male and female heads of households (there were only 313 of the latter) and males over twenty years of age.