

Or take the authors' explanation of "counterfactual history," a device which shelters their rendering from mindless assumptions of historical inevitability, permitting instead some thought for what could have been, hence, what yet might come to pass. Such a contrivance not only precludes dull rehearsals of the common school triumphant or bitter ones of the dispossessed betrayed. It also makes for sensitive treatment of educational "dreams deferred" over the last thirty years, especially of the failure of public education substantially to reduce American economic inequalities. In short, through entertaining the idea of counterfactual history, Tyack and Hansot urge educators to help stem present disenchantment with public schools not merely by asking, for instance, why schools have thus far failed to equalize income but rather, in light of present retrenchment, what schools realistically can do now "to promote a more just society." One might contend that the latter is not a strictly historical question because it transcends reconstructing the past and explaining why things happened the way they did. Just the same, in *Managers of Virtue*, credos and challenges seem quite at home. For this and many other reasons, educators will want to read this book. And because they will return to it many times, they will probably want to own it too.

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Gibson, Frederick W. *Queen's University Volume II 1917-1961: To Serve and Yet Be Free*. Kingston and Montreal: McGill-Queen's University Press, 1983, XVII, 518 pp., \$49.50.

To Serve and Yet Be Free! Professor Gibson manages adroitly to both serve Queen's University in this second volume of its history and at the same time to maintain his *freedom* as an historian to introduce material that is not always flattering to Queen's. The reader nevertheless should be cautioned that Professor Gibson's association with Queen's is a long one as undergraduate and graduate student, as professor and as vice-principal academic. He is first and foremost a Queensman (Queensperson?). And although he has produced a history which relates the development and growth at Queen's to the broader social and political changes in Canada, he still has produced an institutional history, concentrating on administrative detail, the office of the principal, and ongoing financial concerns.

The years of struggle to survive and grow, to attract enough students and find money for salaries and buildings are well documented. The influence of McNeill, the keeper of the purse, of World War II and the influx of war veterans, and of Ontario provincial support in the 1950s all leave their mark on the university. One sympathizes with an institution trying to maintain academic freedom and at the same time be a loyal, patriotic ally of the federal government in a time of crisis. Particularly striking in this regard was the increase in enrolments, draft deferments and research money for students and professors in the natural and applied science fields during and after World War II and a corresponding drop in the humanities and social sciences. Along with this change was a psychological one with the science students being told how important and useful they would be and the social and humanities students suffering from a loss of self-esteem. The fact that the university made little effort to counter this development with suggestions of how people with a broad understanding of the society could help solve social problems caused by the war tells us something about Queen's academic independence, its patriotic stance and the attitude of and dominance of the administration. It reminds us how difficult it is for all of us involved in education not to be unduly influenced by the latest fad or idea that catches the imagination of the public, and by the economic and political crises that occur from time to time.

Professor Gibson makes some effort to tell the Queen's story in its entirety and from the point of view of all parties — the principal and administrators, the Board of Trustees and benefactors, the alumni, the professors, and the students. He is much more successful with the first of these than he is with the latter. Although prominent members of the Queen's faculty do appear from time to time in these pages the students are much more fleeting. Individually, the students are nameless, and collectively we have not picture of who the students were, or where they came from, or how they effected the development of the institution, particularly after the second world war when the student population grew rapidly and graduate studies was emphasized. The attempt to identify the 'between the wars' students by occupation of parents shows an increasing trend to sons and daughters of professionals. It would be interesting to know if this trend changed in the hectic days of growth in the late forties and fifties.

The war veterans' impact on the university is quite detailed — particularly their influence on space, physical facilities, and the housing problem created by students with families. What Professor Gibson doesn't tell us is the effect these veterans had on student life. Older, more experienced, many with family responsibilities, they were

different from the traditional Queen's student. How did they react to student life at Queens, to the "Code of Ethics", to extra-curricula activities? Did they as easily become members of the Queen's family? Although the author indicates that veterans did participate in student life he doesn't tell us the effect this participation had on either intellectual or social behavior.

One other aspect of life at Queen's that is noticeably lacking in this study is the role of women — especially women students. The index reveals the paucity of references to women and the uninitiated might truly wonder if Queen's did welcome women and if the university had produced any noteworthy female graduates. There is no discussion, for example, of the fact that the medical school was still not accepting women students as late as 1942. As well the impact of the wartime exodus of men resulting presumably in a high female enrollment is not addressed. Women students during the war, we are told, "made bandages, quilts and socks," became involved with Red Cross work and raised money for field purchases. The intellectual accomplishments of the female student and her impact on the social life on the campus receive little attention.

The relationship of the university with the city of Kingston deserves mention. Although housing for students and land expropriation problems are addressed the long term, ongoing relationship which must have existed between town and gown does not appear in the volume. Given the size of Kingston and the growth of the university each must have been quite important to the survival and development of the other. We really do not know what, in social, financial and educational terms, the university has meant to the city. For example, did the Kingston Public School System have a higher proportion of degreed teachers than other areas of Ontario? Was the percentage of students from Kingston going on for university education greater than that of other urban centers in the province?

Despite the above criticisms, *Queen's University* is a readable, well written account of one university's growth. Professor Gibson has brought to his task the canons of good historical research. He has included evidence from a variety of sources, both private papers of individuals and records of government departments. He has looked at newspapers and periodicals and at student publications. The text is interspersed with seventy-six illustrations, most of male administrators, prominent professors, and of buildings. (Women appear in four photos — the Ban Righ House Council, the Registrar, the Dean of Women, and as cheerleaders!). The dates of this volume 1917-1961 mean that many of the events, and people important to Queen's are familiar ones to Canadian academics. Matters relating to academic freedom, to the teaching versus research debate and to the conscientious attempts to acquire and maintain a first class faculty are highlighted. The subject matter and the style of writing make this an interesting text, one that I would certainly advocate as the best history of an individual university in Canada to date.

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Lagemann, Ellen Condliffe, *Private Power for the Public Good: A History of Carnegie Foundation for the Advancement of Teaching*. Middletown, Connecticut: Wesleyan University Press, 1983, 246 pp. \$17.95 cloth.

Having benefitted from a resident fellowship with the Rockefeller Foundation at Bellagio, Italy, I quickly learned two lessons from the experience: first, that scholars are *not* necessarily or universally at their most productive and creative in icy garrets or in the draughty reading room of the British Museum library, Marx notwithstanding; and second, that not only capitalists and other co-opted individuals enjoy the continuing benefactions of past philanthropic millionaires. Even Marx needed Engels to support his genius! Therefore I am gratified to review this particular book realizing that I owe it to myself at least to understand the philosophy and the educational and social contribution of a similarly placed philanthropic foundation.

This somewhat dispassionate account of the Carnegie Foundation will be a disappointment to idealogues; its scrupulous attention to the nuances and contradictions of the philanthropic impulse and practices will, however, be immensely satisfying to historians and students of social policy and/or higher education. The first critical history of the Foundation as such, it is a valuable contribution to American educational and social history. It makes for particularly interesting reading in a time when philanthropic endeavour has been largely replaced by State interventionism and subsidization of educational effort. To understand how private agencies have and can still contribute to the delicate relationship between "private power and the public good" is to grasp the tension between political egalitarianism and economic individualism in a democratic and pluralistic society.