

# Reviews

Belshaw, C. S., *Towers Besieged. The Dilemma of the Creative University*, Toronto: McClelland and Stewart, 1974, pp. 224.

If individual Canadian universities set aside their regular activities for serious collective discussion, over two or three days, of the issues examined and ideas presented in this volume they could become much healthier and more capable as intellectual and social communities.

The author, Professor Cyril Belshaw, of the University of British Columbia, is convinced that if the university is to survive and adapt as a unique centre for higher education it must deal decisively with the problems which confront it. The university must be much clearer than it now is as to where it is going and how it is to get there. Belshaw has a clear idea of what constitutes a university and how it can be realized. The proposals he puts forward are thoughtful though many are controversial.

To some, his views of “the three criteria specific to universities” may seem too idealistic, unduly abstract, and removed from the great issues of the modern world. But the need is urgent to engender in both student and faculty members the ability to ask and formulate questions linked with generalized knowledge; to use evidence, logic and intuitive judgment to provide answers. So too are the needs to create new cultural capital through additions to knowledge, insight and material innovation and to develop the powers of scientific, aesthetic, and moral judgment. The controversy arises in Belshaw’s prescription of how such ideals may be realized.

Belshaw believes that if students are the life-blood of the university the faculty are the heart. If the university is to overcome its problems it must make sure its collective heart is in good order and functioning properly through attention to the proper subject matter and through development and use of revitalized structures for learning, research and the conduct of its affairs. There is no need, in his view, for lay representation on governing bodies of the university. What is needed is to place responsibility squarely on the faculty even though Belshaw realizes that academics are not the perfect saviours even of their own world. Given the aversion of the university to essential internal reform this is an optimistic book.

*D. McC. Smyth*

Hacker, Carlotta, *The Indomitable Lady Doctors*, Toronto: Clarke Irwin, 1974, pp. 259.

This volume contains in Chapters 2 (“The Suffragist Stowes” – one wonders whether “insufferable” would not have been a more appropriate adjective particularly in contrast to Jennie Trout), 3 (“Jenny Trout Moves Ahead”) and 4 (“Freshwomen at Queen’s”) the

fullest account to date of the founding of the women's medical colleges at Kingston and Toronto in 1883 and of their subsequent development to 1895 when they were merged at Toronto as the Ontario Medical College for Women and to 1905 when the College was dissolved following the decision of the University of Toronto to admit women on the same basis as men to its Faculty of Medicine. Attention is also paid in other chapters to the problems faced by women in gaining admission to other Canadian medical schools, particularly Dalhousie, Manitoba and McGill; but the treatment is neither detailed nor systematic. The question of why Université Laval did not grant a medical degree to a woman until 1940 is not, for example, explored.

*R. S. Harris*

Lyon, B., *The First 60 Years, A History of Waterloo Lutheran University from 1911 to 1971*, Waterloo, Ontario: Reeve Bean Ltd., printer 1971, pp. 70.

This, the first history of Waterloo Lutheran University, is a modest but valuable beginning. The reports it contains on each decade in Waterloo Lutheran's development are concise and are supplemented by interesting selections of photographs of particular events in each period.

The author of this volume, Barry Lyon, Director of Publications for the University, is to be commended for his initiative. His approach could be followed with much benefit by interested individuals in other Canadian universities and colleges which lack adequate histories of their development. Institutions of higher education need a variety of means for conveying information on their historical development. Obviously comprehensive carefully researched institutional histories are essential. An important role is to be played also by reviews of the type Lyon has produced.

*D. McC. Smyth*

Ross, A.M., *The College on the Hill, A Brief History of the Ontario Agricultural College, 1874 - 1974*, Toronto: Copp Clark, 1974, pp. 180.

The author of this the first history of the Ontario Agricultural College describes himself in his preface as an amateur historian. Would that we had many more like him! He has provided a most interesting chronological report of the growth and development, the trials and the triumphs of OAC, its federation with the Ontario Veterinary College and Macdonald Institute, and the emergence of that federation in the mid 1960's as the University of Guelph.

The aspirations and sentiments of the founders, early members and supporters of the College and their successors have been graphically portrayed by the author. He discusses the complex problems the college had to overcome as it struggled to meet Ontario's need for advanced agricultural education as its technological capabilities were transformed. On the one hand there was the problem of convincing farmers that their sons needed much