

all but advanced students and, possibly, for some of us who are no longer students. However, even in the chapters using complex techniques, such as Youn and Zelterman's log-linear modelling, the authors carefully itemize the results. So, as long as the reader is prepared to accept the author's interpretations, this is not an insurmountable problem. I was extremely impressed with Barbezat's presentation of her dummy regression results – even the discussion of Oaxaca decompositions is decipherable!

Robin S. Harris, *English Studies at Toronto: A History*, with a foreword by H. Northrop Frye. Toronto: Governing Council, University of Toronto, 1988. xvi, 310 pp. ISBN 0-7727-7400-5. (\$25.00 Canadian). Reviewed by Alexander Globe, Department of English, University of British Columbia

During the past forty years, the arts have burgeoned in Canada. To choose only one example, Ontario's many summer festivals have achieved mixtures of fun and sophistication inconceivable before the fifties. The substantial increase in university education during the sixties created new audiences, and often an English elective has whetted a lifelong taste. Even politicians have had to reckon with the economic impact. Harris's subject, then, is far from esoteric, but the bibliography on pp. 307–10 illustrates a problem. While serious book length studies exist concerning the cultural impact of English studies in Britain and the U.S., nothing of the sort has been attempted for English Canada. Over half of Harris's sources for this country are article-length memoirs. *English Studies at Toronto* opens an important area for a Canadian academic community that has been remarkably uninterested in its own history. The book presents an official institutional record, focussing on one department and keeping close to the professional facts of personnel, syllabi and the like. Once we have more factual accounts as meticulous as this, then the larger cultural questions will emerge more clearly.

By 1985, Toronto's 492 doctorates in English accounted for 40% of all those awarded in Canada (p. 291). The long appendix on pp. 241–86 listing Ph.D.'s in English and their subsequent careers shows how pervasive the department's influence has been. Universities across the country have been enriched by its graduates, several of whom have become department heads, deans, vice-presidents and even presidents (p. 189). One of Canada's oldest universities, King's College was founded in 1843, then secularized in 1850 as the University of Toronto, with a total of fifty students. The English Department formed part of University College. By the first world war, three other universities with separate English departments federated with Toronto: Methodist Victoria in 1892, Anglican Trinity in 1904 and Catholic St. Michael's in 1912. To accommodate larger enrolments in smaller settings, secular additions were made in the 1960's: New and Innis Colleges on the main campus, then branch colleges at Scarborough and Erindale. In 1975, the six separate departments on the main campus were combined with Erindale into one administrative unit.

In 1853, Daniel Wilson became the first Canadian Professor of History and English Literature. He established the tradition of liberal arts that has characterized the institution, but only a few literary texts supplemented the required overview in George L. Craik's *Sketches of the History of Literature and Learning in England* (London, 1844–45). The development of a substantial curriculum fell to his successor, William Alexander, Professor of English for the 38 years from 1889 to 1926. By the time he retired, the Honours English and History course realized the vision of his inaugural address, that the study of individual great works leads to an interest in works by the same writer, then to books of the same period, and ultimately to a full range of works written from Anglo-Saxon times to the present. His students read canonical British writers of poetry, drama and nonfiction, studied mainly in surveys organized by historical period. Alexander also edited the school texts necessary for this study, particularly *Representative Poetry* (1912), which was still being revised and reprinted into the 1960's.

Between 1926 and 1944, when the university had a stable enrolment of about 7500 per year, scholarship became important. The first three Ph.D.'s, awarded in 1920, 1925 and 1930, encouraged faculty research. The Alexander Lectures, established in 1929, provided an annual series of four public papers by eminent scholars in English; many of them have been published. From 1931, *The University of Toronto Quarterly* printed articles ranging across the humanities, including an annual review of letters in Canada. Starting in 1936, Honours History and English was replaced by Honours English Language and Literature, which survived until 1969. The emphasis remained on historical surveys, but study of the novel was fully integrated, while a series of options in philosophy, history, the Greek and Roman classics, and religious knowledge set the literature in a wider context.

The period overseen by A.S.P. Woodhouse as Chairman of English at University College (1944–64) and concurrent Chairman of graduate English studies (1947–64) saw the gratifications and problems of massive growth. By the time of his retirement, the full and part-time enrolment had climbed to thirty thousand, and about six Ph.D.'s were being awarded annually. Enrolment doubled again by 1974, and Ph.D.'s tripled. For the first time, the departments had to face the problem of remedial English and literature courses for faculties other than Arts. The remedial instruction was passed to graduate teaching assistants (and later to Writing Laboratories), while English courses were developed within other faculties to suit the perceived needs of their students. Thus massive funding for a compulsory first year English course was obviated, leaving the faculty to concentrate on teaching English literature, graduate direction and research. Larger graduate enrolments encouraged cross-disciplinary institutes, from Marshall McLuhan's Centre for Culture and Technology (1962) to the more traditional Centres for Medieval Studies (1962), Reformation and Renaissance Studies (1964), Drama (1966) and Comparative Literature (1969).

The two decades after 1964 saw radical changes as a consequence of government and student intervention. Nine pages are needed to sketch the background of Ontario government decisions to double Toronto's enrolment, of

the Faculty Association's gaining representation on the Board of Governors, and of student agitation for relevant education as well as a responsible voice on university committees. As bureaucracy mushroomed, the nineteenth-century assumptions underlying the curriculum were showing signs of wear. In 1969, all of the university's Honours programmes were replaced, not by coherent department evolution, but by the recommendations of a university committee and the limitations of computer programming. It is surprising that in a series of departments where Professors Bissell, Frye, MacLure, Jay Macpherson, Hugo McPherson, Roper, Shieder, Tait and Watt had contributed to the first edition of *Literary History of Canada* (Toronto, 1965) and where Malcom Ross was editor of the *New Canadian Library*, it took the protest of graduate students in 1971–72 to integrate courses in Canadian Literature. By 1982, specialization in English meant taking ten full-year courses with some period restrictions. While the range of courses offered by the 1984 full-time faculty of 120 is impressive by any standard, Harris laments the disintegration of college life that appears to have accompanied the dissolution of college departments in 1975. Still, seventeen distinguished department members became fellows of the Royal Society of Canada after 1963.

English Studies at Toronto, with its invaluable appendixes, falls into two parts. The history of 1842–1944 in the first four chapters presents matters at arm's length. While the instructors and curricula at pre-federation Victoria and Trinity are dealt with, there needs to be more substantial enquiry about why Upper Canada produced three competing universities in one decade (Victoria in 1842, King's in 1843 and Trinity in 1852). The educational philosophies of Egerton Ryerson and Bishop John Strachan need more treatment, with a consequent expansion of the bibliography in this area. In the final four chapters, concerning 1944–84, Harris writes from the position of an administrator directly involved in the complex events he chronicles. Here he controls a mass of detail with a master's hand, explaining the government and university forces that shaped decisions. Yet even here the exigencies of an official history prevent critical evaluation. The laudatory tributes are qualified only a couple of times with passing comments about the lack of female appointments at University College or the impression held in other colleges (or even by the presentation of events in this book) that U.C. dominated. The book avoids the question of why Canada's flagship department of English responded so feebly to the abolition of the Honours course in 1969 and why it failed to develop a genuinely post-colonial, *non-parochial* curriculum for a Canadian setting.

We are fortunate that Harris has done his work in such exemplary fashion. As a consequence, the book has a relevance far greater than a souvenir for Toronto alumni. As both archivist and past Principle of Innis College, he knows the kind of detail that is significant and has the tact not to deluge us with irrelevancies: all the major changes in funding and departmental structure are fully explained, while only a few representative curricula are reprinted. Carefully proofread, it has a minimum of errors (e.g., the misplaced parentheses three and four lines from the foot of p. 184). The book is so crammed with information that it is a real pity there

is no index. But as a record of facts about Toronto's Department of English it is definitive. The book will long remain required reading both for those who trace the history of English studies elsewhere in Canada and for those who wish to place the events at Toronto in a wider cultural context.

Moses, Ingrid and Ernest Roe, *Heads and Chairs: Managing Academic Departments*. Queensland: University of Queensland Press, 1990 Pp. i–xiii; 1–260. Price: \$29.95 Australian. Reviewed by Professor Amy E. Zelmer, Dean, School of Health Science, University College of Central Queensland, Rockhampton, Queensland, Australia

This book results from a series of surveys and interviews which were carried out in 1988 by the authors with the heads of schools and departments in nine universities in Australia. It will be of interest not only to those occupying similar positions but also to those with interests in comparative education.

The authors provide with a good brief introduction to the evolution of the role of the Head in universities which have developed in the "anglo-saxon world"; that is, Britain, the US, Canada and Australia. The use of several short case studies and frequent quotes from those interviewed fleshes out the otherwise somewhat dry reporting of the survey results. Those who have occupied any administrative position in a university will emphasize with the interviewee who said, "One is appointed for one's academic pursuits but one has to worry about pin boards and other trivia."

Since the book is largely the report of a study of the views of Chairs and their staff there is little 'advice' to prospective Chairs. However, anyone contemplating taking on the chairmanship of a university department will likely gain considerable insight from the information provided here. Sections of the book examine the academic dimension, the political dimension and the management dimension and one chapter is specifically devoted to "tensions, conflicts and danger areas". One brief chapter does offer basic information about skills needed which would be useful to a new Chair or to anyone attempting to develop an orientation program for new appointees.

Canadian and Australian universities are sufficiently similar that there should be no problem in applying the information to the Canadian context. A 'graduate assistant' is a full-time employee (rather than a graduate student as in most Canadian universities); the hierarchy of 'Professor', 'Reader', 'Senior Lecturer', 'Lecturer' should not cause problems to anyone familiar with the organisation of British universities. There may be still more kudos attached to the title 'Professor' in Australia than in Canada but whatever the labels, the issues related to the academic seniority of the person appointed to the Chair would seem to be the same. The problems of trying to maintain an active research and teaching program while taking on administrative duties also seems to be entirely similar in both countries.

The survey on which this book was based was done before the recent