

awkward in his personal relationships. The public personality won out. James was the classic workaholic, devoting most of his energies to his job, leaving little time and emotion for those close to him, including his wife Irene who spent prolonged periods in England and the United States. Frost attributes their sputtering marriage to a "severe incompatibility of temperament and situation," suggesting that only the social conventions of the day preserved their fragile marriage.

If there is a fault in Frost's character assessment of James, it is the lack of corroborating evidence. The problem is that the author depends almost entirely on James' own writings and words in constructing his personality profile. For the most part, it is James on James, which raises questions about the objectivity of the description. Largely missing are the contributions of others who knew James intimately and who could have provided insights into his character and behaviour.

Cyril James' principalship at McGill ended in much the same way as it had begun – in sudden and dramatic fashion. Although James resigned his position in 1962, it was a forced resignation. In a behind-the-scenes power play managed by Chancellor R.P. Power, James was, in Frost's words, "summarily dismissed." The chancellor believed that the principal was "neglecting the university" and therefore had to go. Thus the James era at McGill concluded on a sour note. He deserved better.

The Man in the Ivory Tower is a fine book, thanks to strong writing, a brisk pace and, not least, the author's good sense in choosing an engaging subject. Stanley Frost has succeeded in producing a work that should appeal to the general reader as well as to the academic. No easy accomplishment that.

Roger Magnuson
McGill University

Lee Stewart.

"IT'S UP TO YOU":

WOMEN AT UBC IN THE EARLY YEARS.

Vancouver: University of British Columbia Press, 1990.

xii, 176 pp. \$29.95, cloth; \$19.95, paper.

"It's Up to You." *Women at UBC in the Early Years* is an example of the new social history of education, which emphasizes the social context of formal instruction and shows a keen interest in the relationship of the school to social equality and individual liberty.¹ Stewart explores several issues rarely raised by earlier generations of educational historians which Patricia Albjerg Graham has identified as fruitful areas for exploration in historical research on women in higher education: the degree to which a

predominantly female society developed among those women faculty, women students, the college influence on students, the experiences of students at coeducational institutions, the effect of streaming women into sex-linked curricula in institutions where there are courses other than the liberal ones, the informal college life of young women, and the role of the academic wife in the history of women in higher education.²

Stewart's treatment is both chronological and thematic. She describes and analyzes events leading to the creation of the Departments of Nursing and Home Economics, the appointment of a dean of women, and the provision of women's residences at UBC. Her focus on women begins with the University Act of 1890 when no women registered at UBC's first convocation and continues until 1988 when women represented almost half of the total enrollment in all sessions. In considering these topics, Stewart uses a wide range of materials. Her primary sources include interviews, college calendars and annuals, minutes of meetings, scrapbooks, and memoirs. These are supplemented by secondary sources such as monographs, journal and newspaper articles, institutional histories, biographies, and theses and comparative statistical data which give female percentages of university undergraduate enrollment.

Like Barbara Solomon's *In the Company of Educated Women: A History of Women and Higher Education in America* Stewart's book, "*It's Up to You*", elaborates upon the four themes of women's higher education – access, the effects that education had on women's choices, the relation between higher education and feminism, and the character of women's experience of advanced education.³ Both Stewart and Solomon realize that equity in numbers has not assured equality. Curricula, residential patterns, administrative regulations, and attitudes of male students and faculty remain as obstacles to women's full participation in higher education.

Nor has equal access necessarily expanded women's career choices. Even though women's enrollment at UBC has surpassed men's in the faculties of agricultural sciences, education, pharmaceutical sciences, and arts and is nearly equally distributed between men and women in the faculties of medicine and law (129), the widening access in so many faculties has not guaranteed additional job opportunity after graduation. In an article entitled "College and Careers: Historical perspectives on the lives and work patterns of women college graduates," Barbara Sicherman shows that access to the professions for college women has not meant access to the jobs or status available to educated men.⁴ It becomes increasingly obvious then that "more than a high level of education and training is required to dissolve traditional barriers in the occupations."⁵

Solomon is not totally convinced of the alliance – or even the relationship – between women's higher education and the women's movement. Perhaps this is because Solomon, unlike Olive Banks in *Becoming a Femi-*

nist: The Social Origins of "First Wave" Feminism (1987), sees, or tries to see, feminism as a monolith. Stewart, on the other hand, is less uneasy about forging a relationship between college women and feminism. She links the separatists – those who “wanted courses for women which were particularly suited to their future as teachers, nurses, and mothers” (p. 6) – with maternal feminists even though she does not ignore the uncompromising – those who “insist[ed] on equality, the same kind of education as for men” (p. 6).

Although Stewart claims that she is concerned with the experience of the “clubwomen, female students, faculty, administrators, alumni, appointed and elected officials who are the predecessors of today’s students” and without whom “there would be tradition of women’s participation at UBC” (p. xii), it is not until Chapter Eight, “Girls’ Rules: Accommodating Women to the Female Reality,” that we gain a clear look at the character of women’s experience at UBC. Stewart’s descriptions, in early chapters, of Ethel Johns, who launched UBC’s Department of Nursing; Mary Bollert, first Dean of Women; and Dorothy Mawdsley, who succeeded Bollert, are well-documented but do not show the relationship between leaders and students. Stewart does not succeed, especially in the early chapters of her book, in revealing a sensitivity to women which emerges later on.

Solomon, on the other hand, intersperses her entire narrative with data from interviews, comments from letters and diaries, and quotations from collegiate publications. This use of primary material not only substantiates her text but enhances its readability both for historians and general readers. Consider how much more alive Miss Bollert and Dr. Mawdsley would have been if we could have a rhyme similar to the one Carol Dyhouse used to describe Miss Buss and Miss Beale – “Miss Buss and Miss Beale, Cupid’s darts do not feel, How different from us, Miss Beale and Miss Buss!”⁶ or a limerick like the one Margaret Gillett included in an article about Maude E. Abbott:

There was a young lady named Maude,
Who was a most terrible fraud.
She never was able to eat at the table
But out in the pantry – Oh Lord!”⁷

Even Miss Johns might have emerged as less a victim and more a fighter if Stewart would have unearthed this limerick:

There once was a Winnipeg nurse,
Sourly her lips did she purse,
When offered no gold,
UBC couldn’t hold
A presence as brilliant as hers.

Lee Stewart has placed the history of both women and men at UBC against the backdrop of higher education for women in Canada, Britain, and the United States. *"It's Up to You"* demonstrates Stewart's familiarity with recent historiography of women's higher education in Canada, Britain, and the United States. A weakness, which would undoubtedly have been eliminated in a longer work, is a lack of telling historical detail in describing those most influential in carving out a place for women at UBC.

Using Joan Wallace Scott's descriptions of approaches to the "rewriting of history," it is possible to describe Stewart as more than a social historian. In her study of women at UBC, the issue of gender has been singled out as providing qualitatively different insights. Stewart has not assumed that sexual difference is a by-product of other factors.⁸ As women's history, then, according to Kelly's definition, *"It's Up to You"* has admirably "disabused us of the notion that the history of women is the same as the history of men and that significant turning points in history have the same impact for one sex as for the other."⁹ We can be sure that the launching of the Departments of Nursing and Home Economics, the appointment of a Dean of Women, the provision of women's residences, or the recognition of faculty women – significant turning points for women at UBC – had little, if any, impact on men at UBC.

Judith Longacre
McGill University

NOTES

1. B. Edward McClellan and William J. Reese, Eds. *The social history of American education*. (Chicago: University of Chicago Press, 1988), viii-ix.
2. Patricia Albjerg Graham, "So much to do: Guides for historical research on women in higher education," *Teachers College Record*, 76, 3 (February 1975): 423-427.
3. Barbara Solomon, *In the company of educated women: A history of women and higher education in America* (New Haven: Yale University Press, 1985), 208.
4. Barbara Sicherman, "College and careers: Historical perspectives on the lives and work patterns of women college graduates," in *Women and higher education in American history*, Eds. John Faragher and Florence Howe (NY: W.W. Norton & Co., 1988), 162.
5. See Solomon, p. 210.
6. Carol Dyhouse, "Miss Buss and Miss Beale: Gender and authority in the history of education," in *Lessons for life*, (Ed. Felicity Hunt (London: Basil Blackwell, 1987), 25.
7. Margaret Gillett, "The lonely heart: Maude E. Abbott, 1869-1940," in *Lone voyageurs: Academic women in coeducational universities*, (Ed.) Geraldine Jonich Clifford (NY: Feminist Press, 1989), 199.
8. Joan Wallace Scott, "Women's history and the rewriting of history," in *The impact of feminist research in the academy*, (Ed.) Christine Farnham (Bloomington: Indiana University Press, 1987), 41.
9. Joan Kelly, "The social relation of the sexes: Methodological implications of women's history." In *Women, history & theory: The essays of Joan Kelly* (Chicago: The University of Chicago Press, 1984), p. 3.