

# Matters of Mind

The University in Ontario 1791–1951

A.B. MCKILLOP



# Matters Of Mind The University In Ontario 1791 1951

**Rosa Bruno-Jofre, James Scott Johnston**

## **Matters Of Mind The University In Ontario 1791 1951:**

*Identity and Lifelong Learning in Higher Education* Jo Ann Gammel, Sue L. Motulsky, Amy Rutstein-Riley, 2019-12-01

Learning and identity development are lifetime processes of becoming. The construction of self of interest to scholars and practitioners in adult development and adult learning is an ongoing process with the self both forming and being formed by lived experience in privileged and oppressive contexts. Intersecting identities and the power dynamics within them shape how learners define themselves and others and how they make meaning of their experiences in the world. I Am What I Become: Constructing Identities as Lifelong Learners is an insightful and diverse collection of empirical research and narrative essays in identity development, adult development and adult learning. The purpose of this series is to publish contributions that highlight the intimate connections between learning and identity. Our aim is to promote reflection and research at the intersection of identity and adult learning at any point across the adult lifespan and in any space where learning occurs in school, at work or in community. The series aims to assist our readers to understand and nurture adults who are always in the process of becoming. Adult educators, adult development scholars, counselors, psychologists and sociologists along with education and training professionals in formal and informal learning settings will revel in the rich array of qualitative research designs, methods and findings as well as autobiographies and narrative essays that transform and expand our understanding of the lived experience of people both like us and unlike us from the U S and beyond. Volume One: Identity and Lifelong Learning in Higher Education contains chapters by and about post secondary educators and students. Together these chapters enhance our understanding of the inextricable link between learning and identity.

**The Promise of Schooling**  
Paul Axelrod, 1997-01-01

This overview of education in Canada during the 19th century summarizes key legal, political and institutional developments in the history of schooling, the experience of teachers and students and the links between education and social change.

*Canada and the First World War* David MacKenzie, 2005-12-15

The First World War is often credited as being the event that gave Canada its own identity distinct from that of Britain, France and the United States. Less often noted however is that it was also the cause of a great deal of friction within Canadian society. The fifteen essays contained in *Canada and the First World War* examine how Canadians experienced the war and how their experiences were shaped by region, politics, gender, class and nationalism. Editor David MacKenzie has brought together some of the leading voices in Canadian history to take in depth looks into the tensions and fractures the war caused and to address the way some attitudes and perceptions about the country were changed while others remained the same. The essays vary in scope but are strongly unified so as to create a collection that treats its subject in a complete and comprehensive manner. *Canada and the First World War* is a tribute to esteemed University of Toronto historian Robert Craig Brown, one of Canada's greatest authorities on World War One and the contributors include a cross section of his friends, colleagues, contemporaries and former students. Together they provide a fitting tribute to a scholar who has contributed greatly to Canadians' understanding

of their past The collection is a significant contribution to the on going re examination of Canada s experiences in war

**The University of Toronto** Martin L. Friedland,2013-06-17 The University of Toronto is Canada s leading university and one of Canada s most important cultural and scientific institutions In this history of the University from its origin as King s College in 1827 to the present Martin Friedland brings personalities events and changing visions and ideas into a remarkable synthesis His scholarly yet highly readable account presents colourful presidents professors and students notable intellectual figures from Daniel Wilson to Northrop Frye and Marshall McLuhan and dramatic turning points such as the admission of women in the 1880s the University College fire of 1890 the discovery of insulin involvement in the two world wars the student protests of the 1960s and the successful renewal of the 1980s and 1990s Friedland draws on archival records private diaries oral interviews and a vast body of secondary literature He draws also on his own experience of the University as a student in the 1950s and later as a faculty member and dean of law who played a part in some of the critical developments he unfolds The history of the University of Toronto as recounted by Friedland is intimately connected with events outside the University The transition in Canadian society for example from early dependence on Great Britain and fear of the United States to the present dominance of American culture and ideas is mirrored in the University There too can be seen the effects of the two world wars the cold war and the Vietnam war As Canadian society and culture have developed and changed so too has the University The history of the University in a sense is the history of Canada Women in Higher Education,

1850-1970 E. Lisa Panayotidis,Paul Stortz,2017-09-19 This edited collection illustrates the way in which women s experiences of academe could be both contextually diverse but historically and culturally similar It looks at both the micro individual women and universities and macro level comparative analyses among regions and countries within regional national trans national and international contexts The contributors integrally advance knowledge about the university in history by exploring the intersections of the lived experiences of women students and professors practices of co education and intellectual and academic cultures They also raise important questions about the complementary and multidirectional flow and exchange of academic knowledge and information among gender groups across programmes disciplines and universities Historical inquiry and interpretation serve as efficacious ways with which to understand contemporary events and discourses in higher education and more broadly in community and society This book will provide important historical contexts for current debates about the numerical dominance and significance of women in higher education and the tensions embedded in the gendering of specific academic programs and disciplines and university policies missions and mandates

Teacher Education in a Transnational World Rosa Bruno-Jofre,James Scott Johnston,2014-11-21 Teacher Education in a Transnational World brings together specialists from various disciplines and scholars with policy making and high level government and administrative experience to discuss the historical sociological and philosophical issues associated with teacher education in a global context Edited by Rosa Bruno Jofr and James Scott Johnston two leading scholars of the history

and philosophy of education this collection offers both analytical and practical insights into the present and future state of teacher education Among the topics examined are paradigmatic changes in teacher education the impact of the Bologna process in Europe Indigenous education and state policies in a transnational context With contributors from nine countries on four continents Teacher Education in a Transnational World offers a genuinely international interdisciplinary examination of the challenges and opportunities associated with teacher education in the twenty first century

*Anglicans and the Atlantic World* Richard William Vaudry, 2003 All too often the religious and cultural experiences of British North Americans have been analysed without reference to the world of the Atlantic empire *Anglicans and the Atlantic World* seeks to redress this by demonstrating that transatlantic connections continued to shape the history of the Anglican church in Quebec throughout the nineteenth century To achieve this Richard Vaudry traces the migration of both English and Irish Protestants and examines the careers of various prominent Quebec Anglicans including Jacob Eliza and George Mountain Jasper Hume Nicolls Henry Roe Jonathan and Edmund Willoughby Sewell and finally Jeffrey Hale families with impeccable imperial credentials By stressing the importance of an imperial transatlantic culture Vaudry offers a fresh and innovative look at the history of the Anglican church in eighteenth and nineteenth century Quebec

**For the People** James Cameron, St. Francis Xavier University, 1996 In *For the People* James Cameron charts the institutional development of St Francis Xavier University from 1853 to 1970 and illustrates how the college has become an integral part of the region's history and culture through its tradition of service to the people of eastern Nova Scotia on both the mainland and Cape Breton Island

Faithful Intellect Neil Semple, 2005 In 1850 Samuel Nelles a well educated Methodist minister was selected to resuscitate the debt ridden and declining Victoria University As principal and later as president and chancellor he fought against shortsighted government educational policies while making the school into one of the premier universities in Canada A true academic Nelles believed in the importance of testing assumed laws dogmas and creeds However his pursuit of intellectual inquiry was always guided by a rational faith in God as well as the expectation of the future greatness and goodness of humanity *Faithful Intellect* expands the reader's understanding of many of the key intellectual religious and political concerns of nineteenth century English Canada while providing an essential contribution to the study of Canada's system of higher education

Questions of Order Peter Price, 2020-12-07 What happened on 1 July 1867 Over 150 years after Canadian Confederation it seems like a question with an obvious answer *Questions of Order* argues that Confederation was not just a political deal struck by politicians in 1867 but a process of reconfiguring political concepts and the basis of political association Breaking new ground *Questions of Order* argues that Confederation was an imperial event that generated new questions concerns and ideas about the future of political order in the British Empire and the world It traces how for many public writers in English Canada Confederation became an important basis for reimagining political order in the empire and redefining basic political concepts To some it marked a clear step in the larger project of imperial federation or even the ultimate union of the English

speaking world For others however it represented the certain fragmentation of the empire into sovereign national states Set in the context of a time of enormous social and cultural change when so many long held assumptions and firmly believed truths were faltering in the wave of new scientific and philosophical beliefs the creation of Canada forced writers and public thinkers to grapple with the nature of political association and attempt to find new answers to critical questions of order

*Notes to the University of Toronto* Martin L. Friedland, 2002-12-15 Two histories of the University of Toronto have been published one in 1906 and one in 1927 Since the latter volume appeared no comprehensive history of the University has been published Given the size of the University and the complexity of the task this is not entirely surprising But after sixty six years this gap in the intellectual history of Canada has been filled and we are delighted to announce publication in March of 2002 of Martin Friedland s new history of one of Canada s most important educational and cultural institutions The author of several books on legal history Professor Friedland brings to this task an accomplished eye and ear and a status as a long time member of the University community Professor Friedland s text is accompanied by over 200 maps drawings and photographs Published to coincide with the University s 175th anniversary *The University of Toronto A History* tells the story of the university in the context of the history of the nation of which it is a part weaving the stories of the people who have been a part of this institution people who make up a who s who in the history of Canada Anyone who attended the University or who is interested in the growth of Canada s intellectual heritage will enjoy this compelling and magisterial history **Tending**

**the Student Body** Catherine Gidney, 2015-02-05 In the early twentieth century university administrators and educators regarded bodily health as a marker of an individual s moral and mental strength and as a measure of national vitality Beset by social anxieties about the physical and moral health of their students they introduced compulsory health services and physical education programs in order to shape their students character *Tending the Student Body* examines the development of these health programs at Canadian universities and the transformation of their goals over the first half of the twentieth century from fostering moral character to promoting individualism self realization and mental health Drawing on extensive records from Canadian universities Catherine Gidney examines the gender and class dynamics of these programs their relationship to changes in medical and intellectual thought and their contribution to ideas about the nature and fulfilment of the self Her research will be of interest to historians of medicine gender sport and higher education **Universities for**

**Sale** Neil Tudiver, Canadian Association of University Teachers, 1999 In the 1990s Canadian universities experienced an aggressive campaign of corporatization *Universities for Sale* offers suggestions on how to resist corporatization Neil Tudiver shows how scholarly independence has in recent years been eroded to a point of crisis Left unchecked corporations play a larger and larger role in deciding which fields of study survive and which will disappear He looks at how professors defend free inquiry against the pressures of economic expediency *Universities for Sale* is a penetrating analysis of the ongoing issue of corporate influence on Canada s universities **A Great Duty** Leonard B. Kuffert, 2003 In *A Great Duty* I L B Kuffert

shows that the history of Canadian culture from the war to Canada's centenary is much richer and more complex than has previously been recognized. He looks at the responses of cultural critics to such topics as war reconstruction, science, conformity, personality, and commemoration, catching outspoken observers in the act of synthesizing new interpretations of the contemporary world and protesting the dominance of mass-produced entertainment. English Canadian cultural critics from across the political spectrum championed self-improvement, self-awareness, and lively engagement with one's surroundings, struggling to find a balance between the social benefits of democracy and modernization and what they considered the debilitating influence of the accompanying mass culture. They used print and broadcast media in an attempt to convince Canadians that choosing wisely between varieties of culture was an expression of personal and national identity, making cultural nationalism in Canada a middlebrow project. As Kuffert argues, if English Canadians are today more familiar with the ways in which modern life and mass culture envelop and define them, if they live in a nation where private citizens and cultural institutions view the media as avenues of entertainment, as businesses, or as the means to construct identity, they should be aware of the role of wartime and post-war cultural critics in creating those orientations toward culture.

**Canada's Greatest Wartime Muddle** Michael D. Stevenson, 2001. These case studies show that mobilization officials achieved only a limited number of their regulatory goals and that Ottawa's attempt to organize and allocate the nation's military and civilian human resources on a rational, orderly, and efficient scale was largely ineffective. **BOOK JACKET**

**Progressive Education** Theodore Michael Christou, 2012-09-17. Over the course of the twentieth century, North American public school curricula moved away from the classics and the humanities and towards progressive subjects such as health and social studies. This book delves into how progressivist thinking transformed the rhetoric and the structure of schooling during the first half of the twentieth century, with echoes that reverberate strongly today, and investigates historical meanings of progressive education. Theodore Michael Christou closely examines the case of interwar Ontario, where the entire landscape of public education, including curricula and avenues to post-secondary study, were radically transformed over just twenty years. Christou contextualizes this reformist thinking in light of a social, political, and economic climate of change which seemed to demand schools that could actively relate learning to the real world. Through its examination of educational journals published throughout the interwar period and previously unexplored archival sources, this book illuminates how the present structure of curricula and schooling were achieved.

**The Professionalization of History in English Canada** Donald A. Wright, 2015-05-27. The study of history in Canada has a history of its own, and its development as an academic discipline is a multifaceted one. **The Professionalization of History in English Canada** charts the transition of the study of history from a leisurely pastime to that of a full-blown academic career for university-trained scholars from the mid-nineteenth to the late twentieth century. Donald Wright argues that professionalization was not in fact a benign process, nor was it inevitable. It was deliberate. Within two generations, historians saw the creation of a professional association, the

Canadian Historical Association and rise of an academic journal the Canadian Historical Review Professionalization was also gendered In an effort to raise the status of the profession and protect the academic labour market for men male historians made a concerted effort to exclude women from the academy History s professionalization is best understood as a transition from one way of organizing intellectual life to another What came before professionalization was not necessarily inferior but rather a different perspective of history As well Wright argues convincingly that professionalization inadvertently led to a popular inverse the amateur historian whose work is often more widely received and appreciated by the general public

Creating Historical Memory Beverly Boutilier, Alison Prentice, 2011-11-01 Canadian women have worked individually and collectively at home and abroad as creators of historical memory This engaging collection of essays seeks to create an awareness of the contributions made by women to history and the historical profession from 1870 to 1970 in English Canada Creating Historical Memory explores the wide range of careers that women have forged for themselves as writers and preservers of history within outside and on the margins of the academy The authors suggest some of the institutional and intellectual locations from which English Canadian women have worked as historians and attempt to problematize in different ways and to varying degrees the relationship between women and historical practice The authors raise many interesting questions about how gender influences historical consciousness and whether looking at the past through women s eyes alters the view Women engaged in history in a wide variety of ways as authors of fiction popular history juvenilia and drama as well as more academic research and publishing They worked as individuals as both professional writers and academics and within formal and informal communities of women such as religious groups or local clubs The essays also talk about the barriers that existed for women who wanted to be recognized as historians and teachers of history and point out how gender differences have coloured perceptions of what constitutes history and who should write that history This anthology shows how instead of being intimidated or defeated by their marginalization women developed new and interesting ideas about what constituted history The final essay in the volume assesses the impact the burgeoning of feminist history in the 1970s had on the academy and examines the connection between feminist activism and women s history This original and lively book highlights the pioneering efforts of women in developing alternate paths to historical expression It makes an important contribution both to Canadian historical studies and to women s and gender history in the West and will appeal to scholars interested in Canadian history women s studies literature and historiography *Made Modern* Edward

Jones-Imhotep, Tina Adcock, 2018-12-14 Science and technology have shaped not only economic empires and industrial landscapes but also the identities anxieties and understandings of people living in modern times *Made Modern* Science and Technology in Canadian History draws together leading scholars from a wide range of fields to enrich our understanding of history inside and outside Canada s borders The book s chapters examine how science and technology have allowed Canadians to imagine and reinvent themselves as modern Focusing on topics including exploration scientific rationality the



occult medical instruments patents communication and infrastructure the contributors situate Canadian scientific and technological developments within larger national and transnational contexts The first major collection of its kind in thirty years *Made Modern* explores the place of science and technology in shaping Canadians experience of themselves and their place in the modern world     *Setting the Agenda* Roberta Hamilton, 2002-01-01 The biography of Jean Royce Registrar of Queen s University for thirty five years provides a close look at the development and politics of a major Canadian university

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