

suggest considerable variations in strategies if not in models of staff development. Similarly, managerial and faculty development concerns may have much in common, but major differences in roles and responsibilities require a more rigorous examination of different appropriate strategies than this book provides.

While the book lacks depth in "how-to" establish staff development activities and programs, it provides convincing arguments for placing the responsibility for such activities and programs upon the staff itself. A "person-centred" approach promises greater effectiveness than approaches that rely upon either external sources or internal hierarchical authority.

This book may be of general interest to faculty committed to their own development, but it will be of greatest interest to those who seek to support others in their quest for professional growth and improvement.

Abram G. Konrad  
University of Alberta

David W. Conklin, Thomas J. Courchene (Eds). *Review of Ontario Universities: Access, Operations, and Funding*. Ontario Economic Council, Special Research Report

As its contribution to the Commission on the Future Development of the Universities of Ontario, the Ontario Economic Council sponsored a conference which was held in October of 1984. This volume is a record of the conference proceedings. Having attended the conference and now having read the conference proceedings, I can say that the proceedings are a fair reflection of the conference.

As suggested by the title, the conference and consequently the proceedings are divided into three main sections: Access, Operations and Funding. In addition to these three main topics, there is a key note address, a background paper by Arthur J.R. Smith and a summary of the submissions to the Bovey Commission. Within any of the main sections, however, there is a wide spectrum of topics. For example, in the case of Operations, there is a major paper by J.C. Wilson dealing with the rationalization of the system while a second major paper deals with the particular experience of one university in its use of various information technology tools.

For anyone wishing to get a brief review of the material in this volume, they could do no better than to turn to the rapporteur's remarks which provide a very useful summary of the topics covered. The following quotation taken from the rapporteur's comments are pertinent:

"I must admit that during the conference itself I did wonder from time to time whether or not it had been a good idea. Was it just another interesting but not very productive conversation about higher education? I certainly could not claim that any radically new insights had been presented. Nevertheless, I believe that the conference has been useful, for the problems of higher education in Ontario persist."

This ambivalence is shared by your reviewer and applies to the proceedings as well as to the conference. The fact that the conference and hence the proceedings were not a complete success, implies no reflection on the considerable care and thought that the Council devoted to the organization of the conference. Rather the result might have been expected from the scope of the undertaking. As with most such conferences, there was a wide range of competence in the papers presented and in the ensuing discussions. Furthermore, because an effort had been made to cover as wide a range of topics as possible, the conference and hence their record did not have a single focus or even a very few distinct foci. Again to quote from the rapporteur:

“the breadth of the ground covered made the conference experience a little surreal. It was rather like taking a university summer course where one has a lot of class time but very little thinking time. This rapid movement from one topic to another seemed also to encourage responses from participants that were closer to campaign speeches than attempts to explore the issues raised.”

Despite these negative criticisms, the publication of the proceedings provides a useful record of some of the concerns faced by Ontario universities and some of the solutions that were being considered.

Apart from the three main topics, the key note speech, given by Professor Robert O. Berdahl, entitled “Universities and society: mutual obligations”, provided a thoughtful overview of the roles of the various actors and suggested a model of governance for the Ontario universities. In addition, the appendix which was prepared by the staff of OEC and which is a précis of the submissions to the Commission on the Future Development of the Universities of Ontario is very useful. It is arranged in the following order of topics: The Role of Universities, Quality, Accessibility, Adaptability, Balance and Differentiation, Funding, Inter-Institutional Planning and Co-ordination, and finally Conclusions. In all but the last section, the various submissions are grouped as follows: university submissions, faculty association submissions, student submissions and other submissions. This grouping provides a useful structure to the appendix.

In summary, the volume provides a useful reference to those concerned with the issues of higher education in Ontario in the mid 80's. In addition to the papers which vary in quality and content, the lists of references appended to many of the papers provide a good starting point for anyone wishing to pursue further research in any of the topics covered.

Derek M. Jamieson  
University of Guelph

Stacy Churchill, Saeed Quazi et Normand Frenette. *Education et besoins des Franco-Ontariens: Le diagnostic d'un système d'éducation. Tome 2: Le postsecondaire. Technical Report.* Toronto: Le Conseil de l'éducation franco-ontarienne, [c1985], [iip.] + 77p. + 104p. (tableaux) + 6p. (figures) + 23p. (bibliographie) + 7p. (annexe) + 5p. (Note de l'auteur).