Giyatri Spivak commented on the political insight of many southern NGO's in terms of maintaining an inherently antagonist role *vis a vis* government. On the one hand, they place their political efforts behind the nation state when the state resists economic restructuring. On the other hand, they recognize that the state is also complicit in economic restructuring and must therefore be continuously scrutinized. Jan Currie and Jan Newson, it seems to me, display this kind of insight in their collection. That is, the university can serve as an important site for resisting neoliberal hegemony, but is at the same time complicit in expanding neoliberal hegemony. Personally, I will be looking forward to reading these chapters with my students and colleagues for the next few years.

Neil Tudiver. (1999). *Universities for Sale: Resisting Corporate Control over Canadian Higher Education.* Toronto,ON: Canadian Association of University Teachers/James Lorimer & Company. Pages: 248. Price: $19.95 (paperback).

Reviewed by Glen A. Jones, Ontario Institute for Studies in Education/ University of Toronto.

Neil Tudiver describes *Universities for Sale* as a book about the continuing commercialization and privatization of Canadian universities, but it might more accurately be viewed as an attempt to document and describe the importance of faculty unionization. Based largely on secondary sources, the author provides an interesting description of the various changes in Canadian higher education that created a stimulus for faculty unionization, the rise of the faculty union movement across Canada, and the importance of collective bargaining in terms of protecting the working conditions and job security of the professoriate. Given the relatively small body of literature on Canadian faculty unionization, the central, core chapters of this book represent an important contribution to our understanding of this important aspect of decision-making within these institutions.

Tudiver, a professor of Social Work at The University of Manitoba, has a long history of involvement with The University of Manitoba Faculty Association and the Canadian Association of University Teachers (CAUT). He is strongly supportive of faculty unionization, and this theme frames almost every issue he addresses, but he has also worked hard to create a sense of balance in the text. He notes the important role that faculty associations have played in terms of protecting faculty interests on salary and job security issues, but also notes the reluctance of many associations to deal, at least initially, with such important issues as sexual harassment and equity in faculty appointments.

The first five chapters of the book review the various changes that took place in the period from 1945 until the early 1970s that set the stage for the rise of faculty unionization in Canadian universities. Tudiver focuses on changes in federal-provincial funding arrangements, the dramatic expansion of university enrolment, governance reform, and the shift in the level of provincial government support for universities beginning in the early 1970s.

The middle two chapters of the book focus on faculty unionization. In the first, Tudiver provides a detailed review of early attempts at unionization, the role of CAUT, and the spread of collective and special plan bargaining. In the second, he provides a brief history of faculty strikes in Canada.

The final three chapters pursue the theme of commercialization, privatization, and the corporate university. Tudiver contributes little that is new to the ongoing conversation and debate on these changes, but provides a thoughtful overview of some of the major issues and concerns. Returning to his central theme, he argues that faculty unionization can and should be viewed as a potential force for resisting the external and internal pressures associated with academic capitalism.

The final section highlights one of several important flaws of *Universities for Sale.* While Tudiver has done an admirable job at citing relevant literature throughout the text, he frequently uses sources to demonstrate where he obtained information on historical events or cases and there is very little engagement of the ideas presented by these authors. He cites Slaughter and Leslie's work and broad conclusions on

academic capitalism, but never moves below the surface to explore or debate the theoretical underpinnings of their analysis. He refers to Janice Newson's research on this issue, but does not indicate how her research has contributed to his thinking or comment on the framework she employs. The end result is a book that provides a descriptive overview of an issue, but contains little acknowledgement of the vastly different perspectives associated with the growing body of researchers who are attempting to understand and frame this issue. This failure to engage the scholarship associated with academic capitalism and the "corporate university" serves to limit Tudiver's contribution to higher education research in this area.

Perhaps the most obvious example of this failure to participate in the scholarly conversation can be found in Tudiver's frequent references to David Cameron's research on Canadian higher education policy. Tudiver used Cameron's work as a source for a number of important federal and provincial policy initiatives, but never acknowledges that the two authors have vastly different opinions on the role and impact of faculty unionization on Canadian universities. That Tudiver does not even comment on Cameron's arguments represents a missed opportunity to further an important debate on how we should understand faculty unionization within Canadian higher education.

While Tudiver provides a well-written, thoughtful description of some important contemporary issues in Canadian higher education, he seldom wanders into the mud that surrounds many of these topics. He describes Canadian universities as public corporations under law, and yet most are chartered as private not-for-profit corporations. He notes that there are substantive differences in higher education policy by province, but does not discuss how these different approaches may create very different environments for the corporatization of Canadian universities. He supports faculty unionization, but does not comment on the conflicts that sometimes materialize between faculty associations and other certified bargaining groups on campus. He argues that collective action through unionization represents an important mechanism for protecting academic freedom and resisting the commercialization of research, but makes only a few brief comments on the fact that many

faculty would like to exercise the academic freedom they obtain under collective agreements to expand the commercialization of their research activities. Should faculty associations play a role in educating the professoriate on the dangers of academic capitalism? Should their role shift to more closely resemble a professional organization? Should university governance structures be reformed in order to strengthen the role of the academic senate?

These are major criticisms, but they are also based on a scholarly review of a book that was probably intended to provide university faculty in many disciplines with an accessible introduction to a very important series of issues and concerns. Tudiver's description of the rise of faculty unionization and his review of major events in the history of faculty bargaining represents an interesting contribution to the higher education literature. Unfortunately, the book contributes relatively little that is new to the very complex, scholarly discussion of "corporate control over Canadian higher education."

Michiel Horn. (1999). *Academic Freedom in Canada: A History.* Toronto, ON: University of Toronto Press. Pages: 446 (paper).

Reviewed by Brian Titley, The University of Lethbridge

While academic freedom can have many nuances of meaning, it is generally understood as the right of university professors to teach and conduct research without interference. This includes the right to participate in public life, to champion unpopular positions and to criticize university administrations without jeopardizing their employment. Today, most of us who work in the academy take these rights for granted, more or less, and it is easy to assume that things have always been this way. Michiel Horn's *Academic Freedom in Canada: A History* shows that such an assumption would be completely wrong. The struggle for academic freedom has been a long and difficult one and the concept continues to face challenges.