

that those who criticize libraries for not being more efficient fail to understand libraries' archival and stewardship roles. Hawkins suggests two new paradigms. The first is to stop giving away the results of academic research to commercial publishers, only to have libraries buy it back at great expense in the form of scholarly publications. He would rather see professional organizations or other nonprofit organizations publish electronically over the Internet. Secondly, he recommends that libraries around the world act collectively to provide electronic access to their collections, that is, "information access — rather than ownership" (p. 165).

Neither Van Alstyne nor Hawkins anticipated the speed with which commercial publishers and "aggregators" (who provide electronic access to journals from many publishers) would respond to the opportunities presented by electronic publishing, and the resulting move by libraries to form consortia in order to bargain for the best prices for electronic access to journals and basic library resources such as encyclopedias.

Although not specifically stated, the essays in this volume appear to have first been presented at the 1996 Forum for the Future of Higher Education and represent strategic thinking at that time. There is an excellent index which makes following one topic through several essays easier. However, just to underline a point, there are no entries for "curriculum" or "academic disciplines" and the only entry for teaching is "teaching load."



Bond, S., & Lemasson, J. (Eds.) (1999). *A New World of Knowledge: Canadian Universities and Globalization*. Ottawa, ON: International Development Research. Pages: xii, 294.

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*A New World of Knowledge* is an important book and deserves a wide-readership among everyone concerned about the future of higher education in Canada. A publication of the International Development Research Centre (IDRC), this volume consists of ten chapters by thirteen

authors, all of whom have had experience in the international field at Canadian universities. The object of the collection is ambitious, to convince readers that all universities in the country should move quickly to internationalize and further, that nothing short of a general overhaul of their traditional character is in order. This is a contentious agenda and for that reason, deserves wide debate. In his introduction to the book, one of the co-editors, Jean-Pierre Lemasson, comments that the intent of the collection is to establish a common framework to foster discussion of the issue of international education at all levels of the university (p. 5), where internationalization is defined as an institutional process that in some way internalizes the concept of openness to the world in all activities and organizational aspects of the university (pp. 3–4). What is troubling about Lemasson's framework is not his recognition that universities need to change if they are successfully to meet the challenges of globalization; clearly, they must. Left out of his framework for deliberations, and this can be said of other contributions to the book as well, is any consideration of what, for the past thirty years at least, has been of primary consideration of Canadian universities: their public responsibilities. In an era when private corporations are claiming ever-increasing areas of public space, it seems rather short-sighted to ignore the question of how internationalization impacts on the public service dimension of Canadian universities. There is an air of inevitability about the book, its premise being that in the new globalism, higher education is a commodity, an item of commercial trade, an important consumer good, moreover, that if Canadian universities do not quickly adapt to this new reality, they will be left behind in the highly competitive international education market.

Lost is any idea that public universities ought to serve the public good. The commodification trend, Lemasson says, began in the mid-1980s, when Canadian university administrations became strapped for money and were forced to find new ways to make up for declining government revenue. In addition to placing freezes on tenure-track hiring and restricting the salaries and wages of university staff, a concerted campaign for financial support from alumni and private corporations was undertaken. Tuition fees for all students climbed steeply and differential

rates for foreign students were introduced in most provinces. The public agenda which held that the university was a social-democratic institution which promoted the economic and political well being of young Canadians has, over the past twenty years, gradually given way to one which serves the marketplace. During the first fifteen years of the swing away from the public-service model, the change was said to be necessary to bring government deficits under control, but more recently the shift seems to be driven by ideology alone.

Both Chapters Two and Three place contemporary internationalization in an historical context. In the first, James Shute traces the outreach traditions of early ventures into international work by Canadian universities. What was once a mission to provide aid to the so-called developing countries of the world, Shute tells us, has increasingly become a commercial undertaking where education is brokered like any other trade commodity. Shute worries that the co-operative associations with poor nations of the South may be sacrificed to the commercial interests of this new university orientation. The article carries a strong sense of the author's uneasiness with the new university agenda.

In Chapter Three, Sheryl Bond, the other co-editor of the collection, and Jacquelyn Thayer Scott examine the internationalization of undergraduate programs. The article takes as its premise the view that all academic programs should be thoroughly internationalized to broaden the intellectual climate of the university with the object of making student experience more cosmopolitan. Bond and Scott conclude that the complete internationalization of Canadian universities can never come about as long as Faculty Councils are able to retain their traditional control of academic programs.

Yves Gingras, Benoit Godin, and Martine Foisy discuss the growth of international research partnerships in Chapter Four, essentially calling on Canadian academics and institutions to enter into more of them. Given that research money is being made increasingly available by international financial institutions like the World Bank and by the world's regional trading blocks, there can be little doubt that this trend will continue. Under the circumstances, it is probably more appropriate to be concerned about the possible further erosion of public grants for research

of the more pedestrian sort, like those that examine issues that probe the Canadian character, for example.

In Chapter Five, Howard Clark considers how universities ought to alter their institutional structures to accommodate internationalization. We are informed that it is extremely important that Canadian universities act quickly to position themselves to take advantage of the opportunities that are becoming available. Clark worries that the existing academic structures slow the changes he deems necessary and calls for an invigorated effort on the part of the university leaders (read administrators) to clear the way to fast-track the internationalization process. Of course, this is exactly what the Association of Universities and Colleges of Canada (AUCC) would like to see take place as well. Meanwhile, Faculty Associations, having watched the steady expansion of administrative lines over the past decade, are unlikely to support the suggestion that the proposed new office of Vice-President of Internationalization garner any more managerial power to university administrations than they currently have.

'Students as Agents of Change,' contributed by Catherine Vertesi, is perhaps the most balanced chapter in the collection. Vertesi considers the positive impacts that Canadian students studying abroad and foreign students attending school in Canada can have for university life in this country, if only the experiences of both sets of people are appropriately valued. What is most refreshing is her consideration of the interests of all stakeholders in the university community, including that of the broader society. She also asks about the utility of TOEFL test scores, for example, and even questions the value of the new Canadian Education Centre (CEC) initiative of the federal government. Vertesi is very much a supporter of internationalization but she also recognizes that there are a host of pertinent issues that must be properly addressed before that can become a reality. Her chapter serves as a useful reminder that there is nothing particularly objectionable to this as long as efforts continue to make universities accessible to all Canadians.

In Chapter Seven, Fernand Caron and Jacques Tousignant discuss the proliferation of new forms of international cooperation agreements between Canadian universities and foreign learning institutions. They

point to a number of new arrangements which have been developed in recent years; however, readers not directly involved in the new projects may be left puzzled about the roles and procedures that are followed to determine the terms of that participation.

Computer technology has been the driving force behind the contemporary globalization phenomenon generally and the particular concern of this volume, the internationalization of the university. Jon Baggaley explores the myriad of opportunities the new technology brings to distance delivery but warns that Canadian universities must expend considerable resources if they hope to compete successfully on a global scale. Among other concerns are the issues of intellectual property and copyright laws which have been the subject of university collective bargaining conflicts in recent years. Most university campuses in this country are staffed by a professoriate still very divided in their views about the merits of distance delivery through the Internet. Baggaley is very much on the side of the true believers, advising those who are not to give it a try. The teaching experience, he believes, could win them over. Distance delivery is one of the most pressing issue confronting Canadian universities at this time. Everyone feels the strain. University administrators fear that their institution will suffer financial loss in the long run if they do not quickly enter the field, but they must win the support of faculty members or, failing that, attempt to crush them. For their part, professors are feeling increasingly pressured to take the leap into the unknown waters of Internet delivery. Baggaley's chapter is decidedly in favour of taking the plunge.

The final two chapters of the collection summarize the threads of the internationalization theme. Chapter Nine is written by Jane Knight who has been one of the most prominent of its advocates over the past decade. Knight wants to de-emphasize the economic motivation for internationalization by accentuating its academic benefits; she calls for a deeper and broader penetration of the philosophy throughout the university community; she urges the development of the means to assess quality and to establish standards in international work.

