

programs in global studies; and a replacement of the concept of learning as leisure in Faculties of Continuing Education to learning as accredited, certified intellectual achievement.

These five chapters (there are 15 in all) address the unity that Duhamel mentions in the "Introduction". They all make the point that post-secondary education must change. Here the unity ends and a definite division is apparent as the 15 authors struggle with the kinds of change and what change will mean. There is a division between those who believe that the revolution in information technology will colour the post-secondary future and produce institutions and ways of learning that are radically different from today's, and those who foresee the university carrying on the traditional research, teaching and service functions. These latter would have the universities evolve more slowly and within the framework that has been established in Canada. The volume is one of hope, not of doom. It speaks to the development and growth of Canada's post-secondary institutions, particularly its universities. A spirit of healthy criticism underscores the commitment of the authors to change. Although not the kind of volume to be read from cover to cover there is probably a chapter or chapters that will appeal to anyone interested in the future of post-secondary education in Canada.

V.R.Cardozier, *American Higher Education*. Aldershot, England: Gower Publishing Company, 1987, 209 pages. \$34.50 Reviewed by Jacqueline Stalker, Senior Consultant, Post-Secondary, Adult & Continuing Education Division, Manitoba Department of Education.

This book is "written primarily for non-American readers" and is "an attempt to explain American higher education to those whose understanding of it is limited." The attempt is a success. The product is a virtual almanac of higher education in the United States, written by a professor of higher education at the University of Texas at Austin. It is neither challenging nor thought provoking, but it is informative, thorough, easy to read, succinct, and descriptive.

The first chapter begins with the founding of Harvard in 1636 and, in rapid succession, reviews the history and development of land grant colleges, the university movement, normal schools and teachers' colleges, the role of the church, community/junior colleges, the role of philanthropy, post world war expansion, and constitutional issues. Three and a half centuries of growth in American higher education are dealt with in fourteen pages.

Chapter 2 addresses organization and governance in the multiplicity of institutions. Included are descriptions of the inconsistencies in terms and titles, the state systems, internal structures, and the common pattern of governance. Numbers dominate chapter 3: numbers of students, staff, employees, schools, colleges, departments, programs, buildings, fees, appropriations, budgets,

average terms of service, compensation, gifts, and endowments. This chapter indicates that the prevailing form of administration and finance is a corporate model of organization, combined with a high degree of bureaucratization and financial control. Chapter 4 interprets degrees and curricula, both authentic and bogus, as well as courses, credits, honours, and licences. Faculty numbers and concerns are addressed in chapter 5. These include academic rank, qualifications and procedures for appointment, tenure, compensation and benefits, service, unions, and mobility. Teaching and questions related to the learning process, and students and student concerns are discussed in chapters 6 and 7. The final chapter, "Research and Public Service," records sources and appropriations for funded research, touches on political and legislative influences, and closes with a justification for continued commitment to public service and the concomitant maintenance of public support for institutions.

A prodigious amount of information has been condensed so that the reader can understand the American higher education system and the more than three thousand universities, community colleges, and post-secondary institutions. Future editions could be improved, however, by more rigorous editorial standards and amendments in two areas. Typographical errors such as "intrustions" (p. 57), "utilty" (p. 127), and "Three Thousand Features" (p. 18) for the Carnegie Council's Final Report, *Three Thousand Futures*, could be corrected. In addition, alternatives could be used for masculine pronouns, thereby eliminating sexual bias. The consistent use of "he" for faculty and administrators may be either an accurate reflection of the current situation or an unfortunate example of the lexicon which supports continuing inequality in higher education.

Despite these few weaknesses, the book is topical, current, balanced, and presents a comprehensive description of American higher education. It is particularly appropriate for a general audience and well worth consideration for an undergraduate class in higher education.

Janice Newsom and Howard Buchbinder. *The University Means Business: Universities, Corporations, and Academic Work*. Toronto: Garamond Press, 1988, 103 pages. Reviewed by M. L. Skolnik.

This book begins with the following quotation of a president of a Canadian university who was at the time Chairman of the Corporate-Higher Education Forum, an agency founded to foster cooperation between universities and the business community; "If you sat around the table [at a meeting of the university presidents and corporation presidents who belong to the Forum] and listened to the discussion and didn't know, you'd be hard pressed to know who was a university president and who was a corporation president." The authors find in this comment a chilling, but not unjustified, depiction of the identity toward which the Canadian university is rapidly moving in the late Twentieth Century. This book is both an analysis of the consequences of increased corporate-university cooperation and a