

J. CURRIE, B. THIELE, & P. HARRIS. (2002). *Gendered Universities in Globalized Economies: Power, careers and sacrifices*. Lexington, MD: Lexington Books. 271 pp. US\$70 . (ISBN 0-7391-0364-4).

This book makes an important contribution to scholarship on gender and higher education. The study of 113 women and 89 men in 2 Western Australian universities combines attention to the social and psychic aspects of academic work in a globalized economy. The study explores the differences between males and females in their working styles and the sacrifices that both men and women have to make to either further their careers or maintain their current positions in rapidly changing universities. A particularly effective aspect is the examination of how macro changes in the political economy are experienced at micro level by men and women working in the academy.

A key contextual question is why Anglo-American universities have so readily adopted corporate, entrepreneurial practices while European countries have largely resisted or adapted them to suit their organizations. One criticism of the book that could be made is that there is a whole world outside Europe and Anglo America, but this seems churlish in the face of such a nuanced, sensitive piece of research.

The book considers a range of contemporary tensions: accountability v. erosion of academic freedom; collegiality v. competition and productivity v. occupational stress and overwork. The latter exploration draws upon Coser's earlier concept of 'greedy organizations' to denaturalize the unhealthy work practices that have accompanied the rise of neo-liberal policies in higher education. As feminist academics, the authors also interrogate the gendered implications of sacrifices and success in 'greedy universities', and engage with the mounting evidence that work demands on women have increased in the globalized economy.

There is a scholarly approach to policy trajectories and conceptual analysis of a range of topics including globalization and power in universities. The book also provides close and respectful readings of earlier studies on gender in higher education from different national locations.

In order to develop an integrated view of the entrepreneurial university, the authors interviewed academics, managers, secretaries and technicians. Research informants were asked about their careers, attributes for success, perceptions of gender in organizational culture, perceptions of fairness, power, and collegiate support groups. Managers were especially asked about their experiences of life at the top. The research process for the book was made transparent by the inclusion by the authors of their interview protocols. This feature makes the book a valuable resource for experienced and new researchers.

The authors discuss a range of contradictory findings from the data. The voices of workers in the academy frequently reveal the extent to which new discourses of productivity and laziness and performance indicators for effectiveness have been internalized, with career success seen by many as still the result of hard work, ability and commitment to corporate goals. On the other hand, many informants were critical of the constructed nature of success and were particularly irritated by the low status awarded to excellence in teaching compared to research. In their terms, success was a result of selfish, self-aggrandizing strategic operations. The authors conclude that gender constructs patterns of academic and managerial success.

The authors observe that one of the most distressing costs of the corporate university is an apparent lack of respect for staff. By asking the question about how the quality of academic working life can be more satisfying, the authors support the reader to gain some critical and emotional distance on what have become normalized and internalized neo-liberal values and practices in many parts of the academy.

REFERENCES

Coser, L. (1974). *Greedy institutions: Patterns of undivided commitment*. New York, Collier Macmillan.

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CHARLES MORDEN LEVI. *Comings and Goings: University students in Canadian society, 1854-1973*. Montreal & Kingston. London. Ithica: McGill-Queen's University Press (2003). 172 pp. \$65.00. (ISBN 0-7735-2442-8).

Independent scholar Charles Morden Levi has successfully converted his Ph.D. dissertation and his experience as senior researcher at the University of Toronto History Project into a compact little book with a curious title, *Comings and Goings*. In 104 pages of text, 20 pages of tables, plus notes, bibliography and index, Levi details the demographic backgrounds and post-graduate careers of certain students of University College of the University of Toronto. His research sample is a large one, focusing on 1,876 former officers of the Literary and Athletic Society (The Lit) as well as the Women's Literary Society (WLS) and its successor, the Women's Undergraduate Society (WUS). His time-frame, stretching over a century, is divided into four periods: 1854-90, 1891-1921, 1922-58 and 1958-73. His laudable intent is to fill a gap in the history of Canadian higher education, "an effort to make students the centre of the story" (p.xii).

Levi attempts the daunting task of situating the students of each cohort into the social context of their time and analyzing differences in the experiences of male and female students. This involves recognition of the changing