

in looking for the proper sense of canonical words in their texts and contexts, with the aid, if possible and called for, of parallel provisions, as well as applying them according to the purpose and circumstances of the law respecting the mind of the legislator.

Without a doubt, this book can be – and must have been already – a great help in the fulfillment of Pope Francis’ reform of marriage nullity procedure, which aims at “the salvation of souls that, today like yesterday, always remains the supreme end of the Church’s institutions, rules, and law” (MIDI, par. 5). Many still can be said and done in applying this reform, but this book has paved a good way indeed.

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Bok, Derek. *Universities in the Marketplace: The Commercialization of Higher Education*. Princeton: Princeton University Press, 2003. pp. 233. ISBN: 0-691-11412-9.

“Was everything in a university for sale if the price is right? If more and more ‘products’ of the university were sold at a profit, might the lure of the marketplace alter the behavior of professors and university officials in subtle ways that would change the character of Harvard for the worse?”¹ asked Derek Bok in his book *University in the Marketplace: The Commercialization of Higher Education*.

Derek Bok is an American lawyer, educator, university administrator, and author. He is the 25th President of Harvard University from 1971-1991 and the 300th Anniversary University Research Professor. His appointment as President of Harvard University was a moment of invigorated hope and renewed enthusiasm for the entire university community because he has a reputation as a “realist and problem solver.”² Towards the end of the 1960s and the opening of the 1970s student unrest and protests were prevalent in the university, demanding the recognition and implementation of various rights that would cater to their consensual interests. Bok faced these problems and many other university-related challenges with the wisdom and decisiveness he gained from being the former dean of the Harvard Law School from 1968-1971. Fox Butterfield, in an article published May 30, 1990, entitled “Bok to Step Aside at Harvard, Ending 20 Years as President” cited Bok’s remarkable milestones as president: “the creation of the John F. Kennedy School of Government; the effective merger of Harvard with Radcliffe; the development of a new curriculum for undergraduates; and a record of strong financial management.”³ As an experienced administrator for 20 years, Bok witnessed the trajectory of the efficiency of the executive administration of the university as it became one of the leading universities in America to converse with the fortifying sector of

¹ Derek Bok, *Universities in the Marketplace: The Commercialization of Higher Education* (Princeton: Princeton University Press, 2003), x.

² “Bok, Derek 1930- (Derek C. Bok, Derek Curtis Bok).” Contemporary Authors, New Revision Series. *Encyclopedia.com*. (March 21, 2023). <https://www.encyclopedia.com/arts/educational-magazines/bok-derek-1930-derek-c-bok-derek-curtis-bok>. Accessed: March 23, 2023.

³ Fox Butterfield, *Bok to Step Aside at Harvard, Ending 20 Years as President* in *The New York Times*, <https://www.nytimes.com/1990/05/30/us/bok-to-step-aside-at-harvard-ending-20-years-as-president.html>. Accessed: March 23, 2023.

the economy.

Bok's *University in the Marketplace: The Commercialization of Higher Education* was published in 2003 and is part of Princeton University Press' The William G. Bowen Series that "honors his (Bowen) singular and wide-ranging achievements"⁴ as the 17th President of Princeton University. The series also includes "outstanding works of scholarship in the economics, history, sociology, and politics of higher education."⁵ The book has been awarded and recognized as the Winner of the 2003 "Silver" Frandson Award for Literature in Higher Education and the Winner of the Alice L. Beeman Research Award in Communications for Educational Advancement.⁶ It was written while Bok had been working, since 1992, as a research professor at the Harvard Graduate School of Education. Along with various writings and publications, Bok engaged himself with an in-depth study and analysis of the present condition of higher education and its role in society. In this context, Bok unshakably referred to the universities as becoming a marketplace, a hotpot for commercialization to breed, and an environment for for-profit engagements to flourish.

The book is part of Bok's continuing attempt to, borrowing Paulo Freire's words, *conscienticize*, i.e., to instill into the consciousness of university officials, faculty, students, the board of trustees, and the entire concerned citizenry a concern for education and public policy. Bok expressed growing anxiety that "commercialization maybe changing the nature of academic institutions."⁷ Moreover, "by trying so hard to acquire more money for their work, universities may compromise values that are essential to the continued confidence and loyalty of faculty, students, alumni and even the general public."⁸ Among his many writings and publications, Bok's two preceding books will help us contextualize and dispose of ourselves in reading *University in the Marketplace: The Commercialization of Higher Education*. In his 1986 book entitled *Higher Education in America*, which was updated in 2013, Bok analyzes the different issues involving higher education in the United States and offers suggestions on how to upgrade the higher education system in a humane and valuable way. In his 2006 book entitled *Our Underachieving Colleges: A Candid Look at How Much Students Learn and Why They Should Be Learning More*, Bok dwells on the problem of the quality of education that significantly determines the suitability and competence of college graduates in the United States.

Bok made an impressive collection of fact-based data that he used in his logical presentations of arguments to support his claim that "only those institutions that vigorously uphold academic values, even at the cost of a few lucrative ventures, will win public trust

⁴ *The William G. Bowen Series* in Princeton University Press, <https://press.princeton.edu/series/the-william-g-bowen-series>. Accessed: March 23, 2023.

⁵ *Ibid.*

⁶ *Overview* in Derek Bok, *University in the Marketplace: The Commercialization of Higher Education*, Princeton University Press, <https://press.princeton.edu/books/paperback/9780691120126/universities-in-the-marketplace>. Accessed: March 23, 2023.

⁷ Bok, *Universities in the Marketplace*, x.

⁸ *Ibid.*

and retain the respect of faculty and students.”⁹ Throughout the book, issues on “patent licensing programs, for-profit ventures in Internet education, and a wide variety of other commercial initiatives”¹⁰ will prevail as anchoring realities within higher education institutions and universities which Bok discusses his critical analyses and eventual proposal and suggestions. The book’s first part discusses why such a trend on commercialization has developed. Here, Bok brings us back to the root of commercialization. The second part of the discussion focuses on the dangers that the above-mentioned issues pose for universities. Concerns about avoiding bias as regards the perception and prejudices toward university officials and administrators when it comes to dealing with commercialization; the strong influence of athletics in shaping a promising trajectory toward a profitable university; the tendency of scientific research to compromise intellectual ascendancy to accommodate sponsoring corporations and business groups interested in the various research projects; and the decreasing focus of attention on the quality of education, i.e., gradual degradation of core values that the universities uphold, are clear indications that the system of higher education when commingled with commercialization, find their grounds to become shaken and easy to manipulate in favor of economic gains. The third and last part of Bok’s discussion examines the benefits and costs of commercialization and his concrete proposals and action plans on “how academic and leaders can act to limit the risk to their institutions.”¹¹ The proposals laid down by Bok involve the following; first, the reformation of athletics in universities by preserving the intellectual value of the admission process rather than excessively focusing on the physical qualification of the athletes with the view of gaining better revenue if better athletes are admitted; second, the protection of the integrity of research by upholding the primacy of the academic freedom of the researchers rather than the arbitrary influence of those financiers of research; third, the preservation of educational values by maintaining the original mission of the universities as it was in their respective foundations and beginnings; and fourth, the perennial value of following the rules of the university unstained by the influence of commercialization, leading to the distortion and maladjustment of policies to suit revenue rather than the genuinely intellectual gain of wisdom.

As we have delved through this review, let us consider the present status of the emergence of the commercialization of higher education. As a prevalent practice among universities today, the commercialization of higher education has built up a reputation that impresses an alluring promise to sustain and even elevate the status quo. The demanding tide of globalization and world economic participation of developing states do not exempt the involvement of the state’s sector in higher education as the immediate jumping board to the economic life of a skilled and educated citizen. Today, the commercialization of higher education has gained significant influence and a loud authority to “subtly” command universities for it to become a game-changer in the operation that exercises control over higher education administration. For the past eight years, the ever-growing adaptation of commercialization in higher education institutions (HEIs) of the Philippines has resulted

⁹ Overview in Derek Bok, *University in the Marketplace*, <https://press.princeton.edu/books/paperback/9780691120126/universities-in-the-marketplace>.

¹⁰ Bok, *Universities in the Marketplace*, x.

¹¹ Bok, *Universities in the Marketplace*, vii.

from the economic backlog, the desire yet slow programs for poverty alleviation, the problem of unemployment, and pressure from international competition. A May 2015 survey on the Higher Education Sector in the Philippines, conducted by Japan International Cooperation Agency (JICA) and the Nomura Research Institute, Ltd., shows that the country's gross domestic product (GDP) increased from 6.2% in 2012 to 7.3% in 2013¹², making it a "highly competitive, fast-growing country in the Southeast Asian region."¹³ But still, the "number of highly-skilled employees trained at higher education institutions (HEIs) comprises of less than 30% of the labor population."¹⁴ On a somewhat controversial note, the survey reveals itself as conducted for a single-agenda campaign. "In order to enhance international competitiveness of the Philippines, the development of the Philippine higher education system has become an urgent agenda."¹⁵ So much detail can be presented as concurrent evidence on this agenda, but it is not the scope of this review to dwell on that subject matter. Suffice it to say that in citing this current situation in the Philippines, it is not by chance that Philippine higher education institutes (HEIs), in streaming the tide worldwide along with other universities, have become, analogically, a marketplace.

The radical thoughts of Bok in this book are laudable. No other official from a university would ever write and expose an honest description of the effect of commercialization on higher education than Derek Bok. He identified many specific situations that did not happen only in one university but are happening in almost all the universities in the United States. The guts to name the causes and roots of the many faces and branches of the influence of commercialization prevails within the person's consciousness while reading this book. His book also can lead the readers to examine similar instances and experiences (as exposed in the book) happening in their countries and higher education institutions. A caveat might be proposed here due to the undivided attention given by Bok to university officials and administrators. He addresses mainly these groups of people working in a university. Several expositions within the book might discourage or demoralize students if they read it, especially athletes and researchers who excel holistically as university students and collaborators.

This book can serve as an instrument for a moral confrontation toward universities that are now undeniably linked up and strangled by the influence of commercialization. The commercialization of higher education is a serious affair that needs a sincere intention of assessment by university officials, administrators, faculty, and students. This book can serve as an instrument for a moral confrontation toward universities that are now undeniably linked up and strangled by the influence of commercialization. University rectors, presidents, and the board of trustees should have a copy of this book. And whether they would read it or not, at least in the later part of their struggle, the advocacies of Derek Bok embedded in this book will serve them when the right time comes. Either this book may serve as a

¹² Japan International Cooperation Agency and Nomura Research Institute, Ltd., *Data Collection Survey for Higher Education Sector in the Philippines: Final Report*, (May 2015), 9. <https://openjicareport.jica.go.jp/pdf/12233029.pdf> Accessed: March 23, 2023.

¹³ Ibid.

¹⁴ Ibid.

¹⁵ Ibid.

slapping instrument for them to come back to their senses, or it may serve as an affirmative ally and checklist for the many things the universities have been doing in order not to be devoured by commercialization. The effects will surely be alluring, for it shows the gained revenue directly as a result that can be accessible by just compromising, bit by bit, of the universities' essential components of its existence. This book will be highly influential when universities listen to Derek Bok's proposal. It tells us that even if commercialization of the universities and other higher education institutions becomes a trend that is now difficult to stop, the perennial value and mission of what the university should become remain valid and valuable. In defense of the academic values and the intellectual standing of a university and society, Bok's advocacy in this book helps universities to mitigate both the conquerable and the irrevocable effects of commercialization.

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Beyer, Gerald J. *Just Universities: Catholic Social Teaching Confronts Corporatized Higher Education*. New York, USA: Fordham University Press, 2021. pp. 417. ISBN: 9780823289974.

Education is one of the most essential pillars of the society. It is a significant contributor to the flourishing of the human person. Education, too, is the means of the Catholic Church to catechize and preach the Gospel. Hence, Catholic Schools form part of the pillars of the Church in teaching its doctrine and values. But can there be instances where education in Catholic institutions becomes anti-Catholic?

In this book, Gerald J. Beyer attempts to resolve this problem by pointing out the dilemma on both *theoretical* and *practical* levels. Beyer points out the wrong principles taken from corporate practices, inspired by neoliberal ideas, that many Catholic Universities and Colleges adopted. As a result, profit became its standards instead of the Gospel and its values enshrined through *Catholic Social Teaching*. Hence, there is a need for a confrontation against these *corporate* practices that contradict the Gospel and Catholic Social Teaching. By *confrontation*, Beyer means dialogue and not *disrespect* to those who are wrongful. Although inspired by Catholic social teaching, Beyer assures that this book is a constructive work not exclusive for Catholic Higher Education institutions alone but also on *Christian ethics* as applied to education because corporatization also threatens *Christian schools, universities, and colleges*.

True to its promise, Beyer did not hesitate to highlight how many Catholic Higher Education Institutions are subscribing to a “beer and circus culture” (p.14) where campuses are more concerned with things that are contingent than to the defense of Christian values, dignity, and rights of the human persons. For instance, the phenomenon of *adjunctification* of many non-tenured track faculty members and the “union-busting effect” (p.72) of some Catholic Universities and Colleges in the USA that instead of making their campuses a model for Catholic Institutions, they have opted to become a *concentration camp* filled with