

Serious analysis is frequently combined with colourful detail. For example, Richard Sheppard reports that early German Scholars, nominated by the Kaiser and drawn disproportionately from the ranks of the aristocracy, were idiosyncratically adventurous and included 'a future Expressionist poet, a passionate devotee of Nietzsche ... , one of Hitler's ministers, two controversial academics, one man who gave up a career in the Prussian civil service after five years to work in the slums of a British city, two (possibly three) suicides, one bohemian, one international playboy, and one outspoken anti-Nazi who would be murdered by the SS'. Elsewhere, former Rhodes Scholar and US President Bill Clinton is duly mentioned, as are a whole raft of other former Scholars reaching high places of power and influence in politics or business (sometimes both). The style is occasionally eulogistic, but as Kenny admits in his *Afterword*, there are probably far higher proportions of academics than either Rhodes or the first Trustees would have liked (and to this one can also add large numbers of lawyers). Clearly, it is not just talent that conveys Rhodes Scholars to the tops of their particular trees. Differences in educational opportunities, selection procedures and the machinations of national elites all play a part.

Certain themes recur. The racial ramifications of the Trust's imperial past and the ambivalence of Rhodes's will towards selection of black scholars has threatened the Scholarship's reputation. In 1907, the first American non-white scholar, Alain Le Roy Locke of Pennsylvania, was selected. A storm of protest from American Scholars followed—no constituency in the USA again elected a black scholar until 1963. By then, the Trust was confronting other difficult issues, notably the civil rights movement in the USA and the policy of apartheid in South Africa.

How the Trust has navigated these and other sometimes contested waters (such as the selection of female scholars) provides an important coda to deeper questions about education for leadership. Rhodes's aim in providing the Scholarships was to give future leaders of the English-speaking world a mind-broadening experience at Oxford. Clause 23 of his will stipulated the benchmarks for selection as a Rhodes Scholar to be intellect, athleticism, character, service and leadership, and even stipulated his ideal proportions of these qualities. How successive generations of selection committees have discharged their responsibility to Rhodes's original intentions forms a fascinating insight into changing notions of what constitutes talent and potential for leadership in a changing world.

These are important themes, no less so in an age of mass higher education, and the ground covered by this book is impressive. If for no other reason, its portrayal of the networks and inner workings of national academic elites makes it an essential read,

even for those with no real interest in higher education history.

DAVID SMITH  
*University of Leeds*

### **The State of UK Higher Education. Managing Change and Diversity**

DAVID WARNER & DAVID PALFREYMAN (Eds), 2001  
Buckingham, Society for Research into Higher Education and Open University Press  
ISBN 0335 20833 9 pb, 236 pp., £19.99

The introductory chapter of this book proudly mentions that Warwick provides the most recent generations of administrators in UK higher education. In fact, the editors of this volume and numerous other (former) Warwick colleagues hold important positions in higher education today. This phenomenon is described as a kind of Kuhnian paradigm in UK higher education administration: 'Warwick has gradually moved to assume the position of spider at the centre of a similar powerful web of influence' (p. 2). The editors continue by stating that this position must be attributed to Michael Shattock, Warwick's former Registrar. Given his recent retirement, this book is presented as a personal tribute to him. The contributions are written by authors who all, with the exception of Peter Scott, have spent at least part of their career at the University of Warwick.

Presumably, the introductory statements of this book will make most readers curious about the specifics of the 'Warwick way' and, second, they induce questions of which successes have been achieved, apart from the sheer fact that the contributors to the volume all have important positions. Third, it brings up the question of how the Warwick way became successful. The reader will, however, be disappointed as the book hardly provides answers to these and related questions. Some chapters refer to situations in the authors' administrative lives, where Shattock gave them opportunities to develop certain initiatives. However, these references are sparse and mostly anecdotal. Even the chapter that comes closest to describing and analysing the Warwick way—chapter 16 by Jim Rushton—mostly repeats what Clark wrote on Warwick in his 1998 book, *Creating Entrepreneurial Universities*. It must be stressed, however, that he adds to Clark's analysis by pointing to important factors influencing Warwick's development: the policies implemented by the Conservative Government in the 1980s forcing the university to take radical steps, the youthfulness of the staff and structures providing significant flexibility, and the foreseeing capacities and management skills of Vice-Chancellor Butterworth and Registrar Shattock. Despite these sparks in Rushton's contribution, one of the objectives of the book—distilling the essence,

effect and impact of the Warwick way of doing things—is not fulfilled.

Another objective of the book is to present perspectives on change in the UK higher education system from senior managers who have reacted to a common work experience in differing ways. One section of the book covers the development of most types of higher education institutions in the UK, ranging from the ancient universities (although in fact only the development of Oxford is discussed) to the civic universities, the 1960s universities, and the new universities (the former polytechnics). Also, two chapters are included on higher education in Wales and Scotland. The second section of the book covers the views from outsiders and insiders on a variety of issues, including the funding councils, the admission system, continuing education, business schools, and the position of female staff in higher education.

The chapters on the institutions do not at first sight form a coherent whole. This is not strange given the editors' assignment to the authors: 'write a little bit about the past of your chosen topic, show how the current situation has derived from it, and then speculate about the near future' (p. 5). The editors add that they did not attempt to harmonise the chapters. Despite the lack of coherence, the chapters provide insight into the development of specific institutions, types of institutions, or institutions in a region as a whole. Some authors stress the historical background of the institution, other stress its development, and others take much space speculating about its future. Some authors take the assignment very seriously while others write their chapters with less attention to comprehensiveness and thoroughness, but nevertheless with much wit. The insights gained from these chapters are of historical relevance. The reader—particularly those not too familiar with the history of UK higher education—will probably better understand the present position of the institution or type of institution, given the historical overviews and developments sketched. In addition, the chapters are relevant for organisational theory and practice. In my opinion, the chapters prove that many of the managerial choices made in the institutions' past were prompted by the need for survival and the desire to benchmark the institution against other institutions, which is nicely reflected in the book's subtitle. These strategic choices are prompted by what March & Olsen (1989) term the logic of consequences: they are driven by a logic, based on rationality, of anticipated consequences and prior preferences. At the same time, many institutional strategies are based on the logic of appropriateness—not so much an evaluation of likely consequences, but action based on an evaluation of the existing institution's disposition is prevalent: strategic choices are much more based on identities than on interests.

The chapters presenting views from both out-

siders and insiders are also interesting, although a number of these contributions are merely descriptive and less analytical than the chapters in the first section. Particularly, the chapters on the position and development of business schools and continuing education (departments) are worthwhile to read, for they clearly show the—sometimes unintended—impact of policies and instruments of government and the higher education institutions themselves.

Overall, I would judge the book worthwhile to read for those interested in the concise collected histories of UK higher education institutions and developments regarding specific issues in this higher education system. The book is not only of interest to fellow managers, but also to researchers interested in organisational change. The 'Warwick veterans' have entrusted their insightful reflective thoughts on their institutions, but fall short, in my opinion, of doing justice to the specific nature of the Warwick way and Michael Shattock's role in this.

JEROEN HUISMAN  
*University of Twente*

#### REFERENCE

MARCH, J.G. & OLSEN, J.P. (1989) *Rediscovering Institutions* (New York; Free Press).

#### **The Nature of Research: inquiry in academic contexts**

ANGELA BREW, 2001

London, Routledge Falmer

0 415 21407 6 pb, 0 415 21406 8 hb, 205 pp.,  
£18.99 pb

The basic argument of Angela Brew's new book is summarised on p. 174:

In a world characterised in uncertainty, complexity and plurality, academic research must go beyond existing methods and agendas to develop new forms of research, to expand existing frameworks of knowledge and knowing and teach society how to live.

Research, incidentally, is defined as 'the pursuit of intellectually interesting ideas by the most able people in society'.

The author quotes Ron Barnett to the effect that a university is 'a site of organised enquiry for generating and managing uncertainty'. Yet, many academics speak of research in a taken-for-granted way. This is unfortunate when increasingly research is being conducted outside universities and when it is under pressure both internally from critical questioning about the nature of knowledge, the emergence of