

A Suggested Reading List of the Classics in Tertiary Education Management

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INTRODUCTION

This bibliography is based on the assertion that it is not possible to become a complete tertiary education administrator without reading the classics about tertiary education. Some say that reading management text books is sufficient. However, knowing the nature of what it is that is being managed is, in the opinion of the authors, a prerequisite.

This list is divided into the following sections: Origins, Non-Fiction, Fiction, Reports, Journals and Web Sites. Works in the Non-Fiction section are categorised by their broad subject matter.

At the end (page 19) there is information on how to enrol in the ATEM-managed distance education module based on a study of one or more of the texts listed here. An application form is included on the last page.

Most of the titles listed are books or reports. The occasional journal article or public lecture is identified by publication title and date. Most of these texts contain extensive bibliographies which, when they are put together, form a complete world of thought for the adventurous tertiary education manager to discover.

Although this list is subtitled “Classics in Tertiary Management” some items have been more influential than others – just as in English literature John Keats is generally regarded as a greater poet than, say, Thomas Edward Brown (whose best-known poem begins: “A garden is a lovesome thing, God wot” – one wonders how he got into the Oxford Book of English Verse). These major classics we have marked with a double asterisk**.

If you are a Manager of people, feel free to asterisk your own choices within these pages and then pass this List on to those you manage. They need it to advance themselves personally, and you need them to read it to advance your Institution.

Here are three questions which will be answered if you read on.

Who said this? *“The ignorance of the unlettered takes no scrutiny to establish. What we need to plumb is the ignorance of the educated and the anti-intellectualism of the intellectuals.”*

Who said this? *“In Britain we have a clear paradox: a higher education system of considerable academic brilliance, and a society sunk deeper into philistinism, suspicious of new ideas and scornful of rationality. Both go their own way.”*

Who said this? *“Over the years, Ivar thought, everyone around the university had given free rein to his or her desires, and the institution had, with a fine, trembling, responsiveness, answered, ‘Why Not?’ It had become, more than anything, a vast network of interlocking wishes, some of them modest, some of them impossible, many of them conflicting, many of them complementary.”*

Your next step - Choose some reading material from the list and then go to your nearest library and take it out. If you cannot find what you are looking for, then ask your Librarian to get it for you on interlibrary loan.

ORIGINS

Abelard, Peter *The Story of My Misfortunes: the Autobiography of Peter Abelard*.

This is a tale out of the University of Paris in the 12th Century, in the days when all Vice-Chancellors were first of all Bishops. It is required reading for anyone who thinks that teacher/student sexual liaison began with the sad case of Sidney Sparkes Orr. The fact is that the problem is as old as universities themselves. Essential reading for all EEO Officers and people who want to find out about our very earliest beginnings.

Butts, Robert Freeman *A Cultural History of Western Education: its Social and Intellectual Foundation* (1955).

That Education affects culture and is affected by that culture is one of the major themes of this work.

Charlton, Kenneth *Education in Renaissance England* (1965).

Describes the origins of modern education in which education belongs as much to the world of affairs as to the cloister.

Cobban, A B. *The Medieval Universities: Their Development and Organisation* (1975).

Not so much a work on the intellectual achievements of universities during the Middle Ages as an attempt to emphasise aspects of university life; medieval student power, the European collegiate movement, and so on. It has a familiar ring as universities at that time attempted to change from the Graeco-Roman ("liberal") tradition of developing the whole personality of the student to a more utilitarian form of education - training people for active participation in civic affairs.

Crosland, Maurice (ed.) *The Emergence of Science in Western Europe* (1975).

The author argues that the development of early science was spread over a wide geographic area and was not limited to any one country. "The Italian peninsula, England, the Netherlands, Scotland, France and the German states all contributed in turn exceptional men with original ideas who helped to shape modern science". Blatant nationalism has combined with myopic parochialism to prevent a balanced view of scientific achievements.

Leff, Gordon *Medieval Thought: St Augustine to Ockham* (1958) (1970).

Medieval philosophy.

Patterson, Glenys *The University from Ancient Greece to the 20th Century* (1997).

This work explores the change and development of the University interacting with its social, political and economic environment over 2,500 years. Features of today's universities and current trends and debates are traced across nations and eras. The University's current dependence on the society which supports and sustains it, and whose need it clearly serves is brought into focus.

**Rashdall, Hastings *The Universities of Europe in the Middle Ages* (1936). The definitive work on this topic. 'Rashdall was a vigorous and often a delightful writer, but he did not possess the infallible composure which is characteristic of a fine or distinctive literary style He put himself into his books and he liked to expatiate and to indulge in a genial gibe.'

Waddell, Helen Jane *Peter Abelard: a Novel* (1946). But a novel based on the scholarship of an accomplished medievalist: the medieval university love story told in modern form. If you missed it as a set text in high school, here's your chance to fill that gap in your education.

NON FICTION

In this section works are categorised into fields or topics as follows:

ADM = Administration; **COMP** = Comparisons (mainly international); **CRIT** = Critiques (usually of policy); **O&H** = Origins and History; **PEL** = Political, Economic, Social; **PUR** = Purposes and goals (of higher education); **REF** = Reform in Australia; **S&S** = Students and staff; **T&L** = Teaching and Learning. A number of works touch on more than one such topic and therefore more than one category is attached to it.

CRIT Aitkin, Don 'How Research Came to dominate Education and What Ought to be Done About it', *Oxford Review of Education*, Vol 13, No 3, 1991.

COMP Altbach, Philip and Robert O Berdahl *Higher Education in American Society* (1981).

A collection of essays by specialists in their respective fields, who bring their expertise to bear on the complex relationship of higher education to society. The volume is concerned particularly with the key questions of autonomy, accountability and academic freedom.

PEL/S&S **Anderson, Don and A. E. Vervoorn *Access to Privilege: Patterns of Participation in Australian Post-Secondary Education* (1983).

Provides an account of the social, regional, and ethnic characteristics of post-secondary students and the way these are distributed across and within universities, colleges and TAFEs. The social profile of higher education is remarkably constant over time. The abolition of tuition fees after 1974, and the introduction of student allowances, helped to counter a social regression to a more elite composition as studentship schemes were withdrawn.

ADM Ashby, Sir Eric *Any Person, Any Study: an essay on Higher Education in the United States* (1971).

First of a series of essays sponsored by the Carnegie Commission on Higher Education. Sir Eric Ashby was Vice-Chancellor of Cambridge University from 1967-1969 and before that Professor of Botany at the University of Sydney from 1938-1946. He held many other distinguished posts and is a prolific writer about 'university'. Sir Eric in a speech in 1966 coined the term 'Necessary Evil' to describe administrators, quoting advice given to him by a Professor 'In the eyes of all Professors all administrators are an evil. Say to yourself every morning "I am an Evil but I am a necessary one"'. Sir Eric's words come from a particularly sensitive, effective and generous person. His advice for strategic planners, citing Robert Bridges, is invaluable - 'Wisdom lies in masterful administration of the unforeseen'.

ADM Ashby, Sir Eric *Are We Educated?* (1941).
Education in Australia at the time of World War II.

ADM Ashby, Sir Eric *Challenge to Education* (1946).

Education in Australia following World War II. Ashby believed that it was extremely important that the tradition of academic freedom be preserved at this time, for he believed that the opportunities for political and sectarian interference in education were greater in Australia than in other "British countries".

COMP Ashby, Sir Eric *Community of Universities: an Informal Portrait of the Association of Universities of the British Commonwealth, 1913- 1963* (1963).

A personal and unofficial commentary written for the Association's Jubilee Congress in 1963, rather than an official history, as many of the records of the Association were lost when its office was destroyed by an air raid in 1940. A good number of the personalities appearing in its pages subsequently entered the realm of knighthood.

CRIT Ashby, Sir Eric *Hands off the Universities? An Oration delivered at Birkbeck College, London, 19th January 1968 in celebration of the 144th Anniversary of the Founding of the College* (1968).

COMP Ashby, Sir Eric *Patterns of Universities in non-European Societies* (1961).

'Among all the lines of descent of higher learning only one has adapted itself to modern civilisation'. This pamphlet focuses on what is found when universities are exported to non-Western societies.

COMP Ashby, Sir Eric *Scientist in Russia* (1947).

In 1944 the Australian government sent Ashby, in his capacity as a scientist, to Russia, attached to the legation in Moscow. This book is the result of his experiences. In addition to technical information, Ashby collected material of interest to the general reader, especially on university and research life.

PUR Ashby, Sir Eric *Technology and the Academies: an Essay on Universities and the Scientific Revolution* (1958).

A collection of very readable essays on the nature of universities during the course of history. The university has 'preserved its identity of pattern not only in time but also in space: the features which today distinguish the university from other social institutions in Ghana, in Germany and in Australia, are similar to those which distinguished it from other social institutions in the fourteenth century'. Also, universities only took up science rather as an afterthought: the scientific revolution of the 17th century did not take place in universities.

PEL Baldrige, J.V. *Power and Conflict in the University: research in the sociology of complex organizations* (1971).

The classic (U.S.) text relating to the model of the University as a political institution. Parts of it require close reading but the overall thesis is interesting.

PEL/ADM Ball, Sir Christopher and Heather Eggins *Higher Education into the 1990s: new dimensions* (1989).

U.K. education is in a state of flux with changes in access, teaching and funding. Contributors to this collection of articles on the new dimensions of education are from left and right, teachers and students, academia and industry. What will the new-style management of universities mean for clients, consumers and providers?

PUR Barnett, Ronald *The Idea of Higher Education* (1990).

The author argues that in the current changing nature of higher education with a fundamental shift in its relationship with society (industry funding, consultancies to the market place, etc.), it is being undermined on two fronts, epistemologically and

sociologically. It is necessary to reinstate the concept of a liberal higher education in such a way as to do justice to its emancipatory role.

CRIT ** Barzun, J. *The House of Intellect* (1961).

On the world of the intellectual in an anti-intellectual world. "The beleaguered intellectual - it is a badge and a position in life". But who criticises the intellectuals, if it is not other intellectuals in society? "The ignorance of the unlettered takes no scrutiny to establish. What we need to plumb is the ignorance of the educated and the anti-intellectualism of the intellectuals".

PEL **Becher, Tony *Academic Tribes and Territories: Intellectual Enquiry and the Culture of Discipline* (1989).

The title speaks for itself. "Each tribe has a name and a territory, settles its own affairs, goes to war with the others, has a distinct language or at least a distinct dialect and a variety of ways of demonstrating its apartness from others".

COMP Ben-David, Joseph *Fundamental Research and the Universities: Some Comments on International Differences* (1968).

Attempts to answer the question, 'Is there a positive relationship between fundamental research and economic growth?' Given that resources for research are limited, how does one allocate them to ensure a balanced development of fundamental research when confronted with the many new directions opening up?

COMP Ben-David, Joseph *American Higher Education: directions old and new* (1972).

An analysis of the U.S. system: autonomy, how it works, undergraduates, the balance between moral and political education, research, etc.

COMP/PEL Berdahl, Robert O. *British Universities and the State* (1959).

"This study is an attempt to plough some of the fields between higher education and political science....On the one hand as a college teacher, I have a strong sympathy for the universities' plea to be left alone to get on with their work. On the other hand, as a student of the political process, I realize that the democratic state may make legitimate demands upon the citizens and associations which are enjoying its protection."

CRIT/PEL/COMP Birch, William *The Challenge of Higher Education: Reconciling Responsibilities to Scholarship and Society* (1988).

"In Britain we have a clear paradox: a higher education system of considerable academic brilliance, and a society sunk deeper into philistinism, suspicious of new ideas and scornful of rationality. Both go their own way."

CRIT **Bloom, Professor Alan (Professor of Philosophy at Chicago University). *The Closing of the American Mind* (1987).

This is essentially about quality and the current lack of it in the USA.

PUR Brubacher, John S. *On the Philosophy of Higher Education* (1977).

Fifty years of experience at Dartmouth College, Yale and Michigan are brought to bear in arguing for the legitimacy of higher education when its very nature and organisation are under attack.

CRIT Butterworth, Ruth and Nicholas Tarling *A Shakeup Anyway. Government and the Universities in New Zealand in a Decade of Reform, 1994.*

COMP Clark, Burton R. *Perspectives on Higher Education: eight disciplinary and comparative views* (1984).

An analysis of academia from different national and disciplinary perspectives. Conclusion: profound differences, but also values that unite. The contradiction is that there is an inclination for the group to rip itself asunder, but nevertheless it remains part of a virtually independent professional community. The authority arrangement is a complex web: “faculty, senates, collective bargaining agents and ubiquitous committees weave in and out of the matrix”.

CRIT **Clark, Burton R. *The Academic Profession: National, Disciplinary and Institutional Settings* (1987).

The perspectives include historical, economic, cultural, scientific and others. The work includes sections on the taming of the elite Australian university sector by the State since WW2, and the introduction of the St. Matthew principle (Matthew 25:29): “For unto every one that hath shall be given, and he shall have abundance, but from him that hath not shall be taken away even that which he hath”.

PEL Clausewitz, Carl von (1780-1831) *On War* (various editions).

Vice-Chancellors, Deans and University Managements could learn a lot about the element of surprise in attack and other ploys explained in this classic on strategy and tactics. Clausewitz said war was politics continued by violent means. Would he have said politics, including academic politics, was war conducted by non-violent means?

S&S Cockburn, Alexander and Robin Blackburn (eds) *Student Power* (1969)

In the late 1960s all industrial societies experienced violent student activism directed at grievances within their universities. These essays examine what happened in Britain.

ADM **Cornford, F. M. *Microcosmographia Academica* (1994).

A classic, now back in print, first published in 1908. It is a small book which expounds various political strategies used in an academic environment. Cornford's principal enemy was inertia ('there is only one argument for doing something; the rest are arguments for doing nothing') –exemplified by the Principle of Unripe Time ('the time is not ripe for this'). Other principles include the Principle of the Wedge and the Principle of the Dangerous Precedent. The Principle of the Dangerous Precedent states 'you should not act justly now for fear of raising expectations that you may act still more justly in the future - expectations which you are afraid you will not have the courage to satisfy'.

PUR Culler, Arthur Dwight *The Imperial Intellect: a Study of Newman's Educational Ideal* (1955).

Not a full biography of Newman, but the story of his own education, his work as an educator, and his thinking on education as expressed in *The Idea of a University*. Based on research in the extensive archives on Newman at Edgbaston.

T&L Cunningham S. et al *New Media and Borderless Education* (AGPS 1998).

T&L Cunningham S. et al. *The Business of Borderless Education* (DETYA 2000). These two reports by a team from QUT present the most balanced picture of the use of technology to provide mass higher education through traditional, corporate, for-profit and virtual universities and examine the implications for Australian universities without the hype that so often afflicts this topic.

COMP Davie, G.E. *The Democratic Intellect: Scotland and her universities in the nineteenth century* (1964).

The long battles in Scottish universities. The pressures to change the semi-continental character of Scottish education during the nineteenth century and make the universities

more subordinate to the English system was in fact an attack on the distinctive sort of society developed by the Scots.

REF/PUR Davies, Susan *The Martin Committee and the Binary Policy of Higher Education in Australia* (1964). The definitive history of the establishment of the Colleges of Advanced Education and the binary system.

S&S Dow, Hume *Memories of the University of Melbourne: Undergraduate Life in the Years since 1917*.

ADM Eggins, Heather *Restructuring Higher Education; proceedings of the annual conference 1987* (1988).

A range of papers on the current issues: outside funding, professional training, management in times of financial stringency, more open access, marketing the universities overseas, the great appraisal debate, etc. etc.

ADM Enderud, H. "Administrative Leadership in Organised Anarchies", *International Journal of Institutional Management and Higher Education*, November 1980.

A radical work but of immense practical benefit to administrators. The author talks about an alternative conceptual framework of the University as an 'Organised Anarchy'. The article discusses how collective decisions are frequently made in the context of this anarchy and what University administrators can do to influence this anarchic decision making.

ADM Epstein, Leon D. *Governing the University: the campus and the public interest* (1974).

The work grew initially out of the campus crisis of the late 1960s, but has been extended to cover the persistent problems of governing universities. As well as a chapter on "Organized Student Power", it contains chapters on "Managerialism", "Professorialism", "Collective Bargaining" and so on. The author drew on his experience at the state-supported, University of Wisconsin.

S&S/PEL Falk, Barbara *Protest in Contemporary Society in R.J. Selleck Melbourne Studies in Education* (1972) The Viet Nam war and conscription politicised students in the late 1960s and led to massive demonstrations. Subsequently student protest turned inwards to the reform of universities themselves and led to serious disruption in several major institutions. Falk's and Little's descriptions and analyses portray a period with much optimism and idealism that seems strangely remote from the alienation and instrumentalism of the 1990s reported by McInnis et al.

ADM Fisher, N.W.F. *Managing for Performance: A TAFE CEO Perspective*, Canberra, September 1990.

PUR **Flexner, Abraham *Universities (1930); edition with a new introduction by Clark Kerr (1968)*

This is a real classic in the literature of higher education. It contains four parts. Following 'The Idea of a Modern University' Flexner distils the essential characteristics, ideals, and shortcomings of 'modern' American, English and German universities.

O&H S.G. Foster and Margaret M. Varghese, *The making of The Australian National University 1946-1996*, St Leonards, Allen & Unwin, 1996.

There are many official histories of universities. In the biased view of the authors, this one is possibly the best.

PEL Gouldner, Alvin *The Future of the Intellectuals and the Rise of the New Class* (1979).

CRIT Gross, Edward and John S. Western *The End of a Golden Age* (1981)

This volume examines Australian universities in the period between Martin and Dawkins but is a decade later than Partridge's contribution and deals with the 'steady state' of the system that was perceived to follow the Commonwealth taking over the states' funding responsibilities.

PEL Harman, Grant *Politics of Education: A Bibliographical Guide* (1974).

PEL Harman, Grant *The "Razor Gang" Decisions, the Guidelines to the Commonwealth Education Commissions and Australian Education Policy*.

REF Harman, Grant, A. H. Miller, D. J. Bennet, Don Anderson *Academia Becalmed: Australian Tertiary Education in the Aftermath of Expansion* (1980).

At the end of the 1970s it appeared universities were in a 'steady state' situation. After a period of expansion, funding was declining or not increasing and academia also had lost much of its wind, its energy and its vitality. Contains chapters on external studies, demographic trends, rolling trienniums, staffing, etc.

REF Harman, Grant and Don Smart (eds) *Federal Intervention in Australian Education* (1982).

Written following the Razor Gang's decisions about funding to education and the June 1981 Guidelines on funding to tertiary educational institutions. This work traces the history and analyses the contemporary scene in respect of federal intervention in education.

REF Harman, Grant and V.L. Meek (eds) *Australian Higher Education Reconstructed? Analysis of the Proposals and Assumptions of the Dawkins Green Paper* (1988).

Papers of the first conference held to discuss the dramatic changes in higher education proposed in the December 1987 Green Paper. Chapters by both proponents and critics of the changes on subjects ranging through educational profiles, labour needs of the new system, mergers and the ARC.

REF Harman, G.S. and C Selby Smith (eds.) *Australian Higher Education: problems of a Developing System*.

In the 15 years up to 1970 student enrolments in tertiary education trebled raising questions about the purposes of higher education, access, diversity, research, financing and relations between the States and the Commonwealth (both contributed to funding at that time).

REF Hogbin, G.R. (ed.) *Withering Heights: The State of Higher Education in Australia* (1988).

Papers of a conference held (in 1984) before the Dawkins reforms but which discuss the underlying philosophical and practical arguments for the need for change. One of the arguments concerned the necessity for a centralised education system as opposed to a decentralised laissez faire arrangement.

CRIT Hore, Terry, Russell Linke and Leo West (eds) *The Future of Higher Education in Australia* (1978).

Written out of a concern for the lack of comparative, long-range planning information for higher education in Australia. This work attempts to gauge the factors influencing tertiary education in the future and how interest groups will respond. Pessimistic forecasts include limited financial resources, declining job markets for educated men and women, a contracting manufacturing segment of the economy with attendant curtailment of jobs for scientific technology, and an increasing number of under-prepared students in colleges and universities.

PUR **Jaspers, Karl *The Idea of the University* (1960).

PEL Karmel, Peter *Education and the Economic Paradigm*.

The 1994 Cunningham Lecture delivered at the Australian National University on 8 November 1994. Text available from the Academy of the Social Sciences in Australia. Karmel is referred to as “The Godfather” of Higher Education in post-war Australia.

PUR/REF Karmel, Peter *Past, Present, Future: The Australian University into the Twenty-First Century*.

The 1991 John Curtin Memorial Lecture delivered at the Australian National University on 5 December 1991. Text available from The Research School of Social Sciences, ANU.

PEL Karmel, Peter *Some Economic Aspects of Education* (1962).

The Buntine Oration of 1962. Broad themes on education in general, not just at the tertiary level: private versus public sectors, public expenditure on education, enrolment rates in schools and universities, etc.

REF Karmel, Peter *Youth, Education and Employment* (1979).

Peter Karmel is patron of AITEA (now ATEM) and has been Vice-Chancellor of two Australian Universities as well as Chairman of the Australian Universities Commission from 1971-1977 and of the Tertiary Education Commission from 1977-1982. He has probably done more to shape Australian higher education than any other living person.

COMP Kerr, Clark, John Millett, B.R. Clark, Brian MacArthur and Howard Bowen *12 Systems of Higher Education: 6 Decisive Issues*

Clark Kerr was President of the University of California 1958-1967. He helped shape ideas about 'university' with many essays and addresses over a long and distinguished career.

COMP Kerr, Clark *The University in America* (1967).

A collection of conference papers from the difficult year of 1967 when “the university in America [was] in trouble”. Reflects on the changing nature of the university from the provider of a liberal education to that as the trainer of the skills needed by society. Set in the American context it includes a chapter on the “new” students.

COMP/PUR **Kerr, Clark *The Uses of the University* (1963, 1994).

An oft-republished classic by a former President of the University of California. The series of lectures this work is based on was given in 1963 and was considered by conservatives as blasphemy and by radicals as glorification of an institution that was simply responding to market demand.

PUR **Leavis, F.R. *The Great Tradition* (1948).

Groundbreaking (and highly controversial) work on the study of English literature. Says the author in the introduction, "The view, I suppose, will be as confidently

attributed to me that, except Jane Austen, George Eliot, Henry James, and Conrad, there are no novelists in English worth reading".

S&S Little, G. *The University Experience* (1970)

The first major sociological study of Australian students, this book presents a picture of a quiescent Melbourne undergraduate community in 1965 that is in sharp contrast to the mood of violent unrest that developed just a few years later and is described in Little's later book *Faces on the Campus* (1975) and by Falk.

S&S McNamara, David and Robert Harris (eds) *Overseas students in Higher Education: issues in teaching and learning* (1997).

Essays on the British experience from the perspective of lecturers, students and general staff.

PEL Machiavelli, Niccolo, (ed. & trans. Peter Bondanella) *The prince* (1984).

There are many survival hints for University princes in this text from the Italian Renaissance, circa 1513. The present day nobility of Australian academe may find that Machiavelli's cloak and dagger ways are just as applicable now as then.

PEL Marginson, Simon *Education and Public Policy in Australia* (1993).

S&S McInnes, Craig and Richard James *First year on Campus* (1995) This is a report of a national survey of the expectations and experiences of students. On a number of teaching and learning topics a mismatch was found between the views of students and staff.

T&L Miller, Allen H, Bradford W Imre and Kevin Cox *Student Assessment in Higher Education* (1998)

This excellent handbook for assessing students' performance draws on international experience and has particular relevance in an era when academic standards are being questioned.

PUR Minogue, K. *The Concept of a University* (1973).

A 'readable' account of the history, role and problems of universities which uses quotable quotes, analogies and metaphors to tackle fundamental conceptual and policy issues. From Aldous Huxley: "Lecturers are as much an anachronism as bad drains or tallow candles: it is high time they were got rid of".

PUR Moberly, W. *The Crisis in the University* (1949).

A work on universities from a Christian standpoint, at yet another time (1948) when they were seen to be 'in crisis'.

PUR Newman, John Henry *My Campaign in Ireland: Catholic University Reports and other papers* (1896).

Newman is the classical exponent of the theory of Liberal Education. This particular work is a collection of reports and other writings in connection with the establishment of a Catholic university in Ireland. In addition to factual information about the early years of the institution, many of Newman's own writings included in this set are discussions on the rationale for and the nature of universities, seen from the writer's religious (specifically Roman Catholic) perspective. (It includes his famous "Scope and Nature...").

PUR Newman, John Henry *On the Scope and Nature of University Education* (1852) (1961).

Newman's great plea for intellectual liberty in a university. "In the face of constantly advancing science and criticism, the attitude of the thoughtful Catholic in this regard was an urgent question...."

PUR Newman, John Henry *The Idea of a Liberal Education: a Selection from the Works of Newman, edited by Henry Tristram* (1952).

Tristram was regarded in the mid-1950s (when he died) as "the greatest of Newman scholars". He was one of the Fathers at the Oratory in Edgbaston and was intimately familiar with its vast archives on Newman. The book presents a brief exposition on Newman's theory of Liberal Education.

PUR **Newman, John Henry *The Idea of the University: defined and illustrated. 1. in nine discourses delivered to the Catholics of Dublin; 2. in occasional lectures and essays addressed to the members of the Catholic University* (1st collected edition 1873).

Based on a series of lectures given in 1852 when the author was Rector-elect of the new Catholic university in Ireland. The first reading of this book has been called an 'epoch' in the life of a college man. This "eloquent defence of a liberal education ... is perhaps the most timeless of all his books and certainly the one most intellectually accessible to readers of every religious faith and of none".

COMP Newman, John Henry *University Sketches* (1902).

Another collection of papers on universities, many historical, first published in the Catholic University Gazette about the time Newman was Rector in Dublin in the early 1850s.

PUR **Ortega y Gasset, José *The Mission of the University* (1946).

A philosophical study of education in general and universities in particular by the great Spanish philosopher and statesman, who occupied the Chair of Metaphysics at the University of Madrid during the turbulent period of the Spanish Civil War. Ortega analyses the relation of the university to contemporary society and civilisation in general. He argues that the primary function of the university is to teach the great cultural disciplines of physics, biology, history, sociology and philosophy.

S&S Parkyn, G.W. *Success and Failure at the University; Vol 1 (1957), Vol 2 (1967)*

Information from all first-year students in the four New Zealand campuses in 1955 were included in an investigation of the effects of entrance standard on academic performance. Parkyn concluded that there was no justification for either raising the entrance standard or abandoning the system of accreditation. The second volume focussed on students' life and work at university since this was where the causes of under-performance were most likely to be found. Parkyn's work was influential in New Zealand and Australia in redirecting attention away from more stringent academic selection and towards studies of the university experience.

COMP **Parsons, Talcott and Gerald Platt *The American University* (1973).

An analysis of the American tertiary education system in the early 1970s, it is both an empirical and a theoretical work. Factual information is provided, as well as reflective chapters deliberating on such issues as the definitions of knowledge and learning, the role of professional schools in a university, and the role of intellectuals.

PEL **Partridge, P.H. *Society Schools and Progress in Australia* (1968).

A wide ranging study on the role and current status of education, including university education, in Australian society as it was in the second half of the 1960s. The author, Director of the Research School of Social Sciences at the ANU, discusses the historical influences on the contemporary scene, public education, independent and catholic

schools, equality of access, the higher education system, technical education and adult education. In his chapter 'The Pattern of Higher Education' Partridge gives us a view of the distinct university and college of advanced education systems in the years after the binary system was created but before their fusion into a national unified system following Dawkins' 'reforms'

COMP/PUR Readings, Bill *The University in Ruins* (1996).

A recent work from Harvard in which the author states that "those of us who, like me, have found the University a place where the critical function has in the past been possible, have to face up to the fact that our current gains in critical freedom, ... are being achieved in direct proportion to the reduction in their general social significance... We have to recognize that the University is a 'ruined institution', while thinking what it means to dwell in those ruins without recourse to romantic nostalgia".

O&H Rothblatt, Sheldon *The Revolution of the Dons: Cambridge and society in Victorian England* (1981).

This book "was born in the optimism of Cambridge (and in the exhilaration of the Plateglass University era) and completed a few years later in the gathering pessimism of Berkeley and the crisis of American power and morality". A study of the university and the debates about them in a time of great social change.

S&S/ADM Rowe, A.P. *If the Gown Fits* (1960).

A thoughtful analysis of Australian Universities before the Murray Report, from an administrator's perspective. A.P. Rowe was the first full-time Vice-Chancellor of the University of Adelaide and when he took up his job he was told "This University runs itself".

COMP/O&H Rudolph, Frederick *The American College and University: a history* (1968).

Not a history of the life of the mind, nor of the role of formal agencies in higher education. And it is certainly not a definitive history of American higher education in general. The attempt has been to produce a work which will answer the question, "How and why and with what consequences have the American colleges and universities developed as they have?".

PUR Ryckmans, Pierre "Do We Need Universities?", *Quadrant*, 31, No 12, Dec. 1987, 6-10.

In the writer's usual pontifical and provocative style he attempts to answer the fundamental question on the rationale for universities. On the way he has a swipe at university administrators: "By their very nature, scholars are disruptive of the bureaucratic order which cannot accommodate their naive and harmful commitment to truth, their unwillingness to compromise, and their impractical demand that right should outweigh expediency, and justice should override mere legality".

ADM/PEL Self, Peter *Econocrats and the Policy Process: The Politics and Philosophy of Cost-Benefit Analysis* (1975).

This work is a criticism of the management device of cost benefit analysis. It also looks at the relationship between economic analysis on the one hand and politics and social values on the other. "It struck me as strange", says the author, "that so many intelligent people should apparently accept 'trial by quantification' as the only sensible or possible way of reaching ...a decision".

PUR Sharpham, John & Grant Harman *Australia's future universities* (1997).

Covers aims and objectives, government policy, research, higher education and the state.

CRIT Sheldrake, Peter and Russell Linke (eds) *Accountability in Higher Education* (1979).

Various articles by leading Australian educationalists in 1979 when the accountability of higher education was first becoming the catchcry of politicians and senior bureaucrats. "One of the great dilemmas for tertiary education is the conflict between on the one hand, the need to inform the public of their activities, and on the other, public resentment or suspicion of the same activities. Anti-intellectualism has always been a strong undercurrent in Australian life...."

PEL/ADM Snow, C.P. *Science and Government* (1961) and *A Postscript to Science and Government* (1962).

A modern classic on the strengths and weaknesses of bureaucracy and the politics of administration. The author describes it as a parable, based largely on the role of two scientists, Tizard and Lindemann, and their contribution to the British war effort during WWII. Dealing as it does with the nature of the scientific contribution to public life, it contains many memorable lines: "A scientist has to think of one thing, deeply and obsessively, for a long time. An administrator has to think of a great many things, widely, in their interconnections, for a short time".

After a year Snow reflected on the debate his lectures had generated and the new evidence that had come to light. He still agreed with his earlier conclusion that one of the most bizarre features of society was that cardinal choices had to be made by a group of men, in secret, about issues in which they did not have any first hand experience.

O&H Snow, C.P. *The Physicists* (1981).

A readable, illustrated history of physics in the 20th century written by the author basically from memory.

PUR Snow, C.P. *The Two Cultures and the Scientific Revolution* (1959).

Snow's expansive deliberation on the gap which exists in universities between 'scientists' and 'writers', two groups with whom he personally was able to communicate. Intellectuals, in particular literary intellectuals, have (he concluded), not been able to understand the industrial revolution and are natural Luddites.

PUR/ADM **Snow, C.P. *The Two Cultures: and a Second Look* (1964).

C.P. Snow is required reading for all who hope to bridge the chasm between Arts and Science, and to understand the Byzantine world of academic politics. Henry Kissinger said of the latter that "the reason why academic politics is so particularly vicious is precisely because the rewards are so small".

PUR Tight, Malcolm, (ed.) *Academic Freedom and Responsibility* (1988).

A collection of articles on a subject which is treated here in its broadest sense: cutbacks in state funding impacting on freedom to undertake research, sexual harassment, free speech, etc.

S&S Trow, Martin *Teachers and Students: Aspects of American Higher Education* (1975).

A volume of essays (by sociologists) sponsored by the Carnegie Commission on Higher Education, based on a vast amount of data collected in a 1969 survey of two hundred thousand staff and students. The essays cover such topics as a socio-economic analysis of staff and students, religiosity of scholars, black students in higher education and academic women in the USA.

T&L Truscott, Bruce *First Year at the University; A Freshman's Guide* (1949)

Although written for undergraduates in the 1940s this little classic has much wise advice for contemporary students on how to organise their work, concentration and memory, examinations, outside interests and friendships. What might surprise today's reader is the author's assertion that the primary purpose of a university is the discovery of new knowledge.

ADM Walker, D.E. *The Effective Administrator* (1979).

An interesting work where a US University President draws on more than twenty years experience in educational administration to show how a realistic understanding of the political nature of the campus community, especially its commitment to democratic principles and procedures, facilitates the development of a more effective administrative style. Some quotable quotes: "persons of good sense seldom fall into extended disputation, with the exception of three classes of people - lawyers, men of all sorts that have been bred in Edinburgh and University men" and "Some of the most brilliant minds are encased in the some of the most miserable human beings on Earth".

ADM Williams, Bruce "Governance and Universities since 1959", *Vestes* 25, No 1, 1982.

ADM/PUR Wolff, Robert Paul *The Ideal of the University* (1969).

This book covers four models of the University and raises questions about University Governance. It also explores what the author calls the myths of education - those of value neutrality, relevance and efficiency. The models of the University are described as a sanctuary for scholarship, as a training camp for the professions, as a social service station as well as an assembly line for establishment man.

PUR Wyatt, John *Commitment to Higher Education* (1990).

Seven Western European thinkers speak on the essence of 'University': Max Horkheimer, Karl Jaspers, F R Leavis, John Henry Newman, José Ortega y Gasset, Paul Tillich and Miguel de Unamuno.

FICTION

Aitkin, Don *The Second Chair* (1977).

****Amis, Kingsley** *Lucky Jim* (1984).

An hilarious romp through an Arts Faculty.

Barth, John *Giles Goat Boy: or, the revised new syllabus* (1967).

A science fiction account of a time when the whole world is divided between two warring campuses controlled by a giant computer. A man who is spiritually part-goat discovers the secret of crawling into the computer and changing campus history. This is bizarre black comedy in the Sci-Fi tradition written by the Professor of English at the State University of New York at Buffalo. There is much in it to amuse the dejected tertiary administrator.

****Bradbury, Malcolm** *The history man* (1977).

An examination of a ruthless academic operator.

Byatt, A.S. *Possession: a romance* (1989).

A literary mystery novel dealing masterfully with academic rivalry and research territoriality. Winner of the Booker Prize.

**Lodge, David *Changing Places: a tale of two campuses* (1975).

American and British academics swap places - reflecting on their different expectations and life styles.

***Small World*

A continuation of the above.

Nice Work In the same setting, an academic and a factory manager gradually and amusingly learn to see the other's point of view

Lodge, David *The British Museum is Falling Down* (1981).

Lurie, Alison *The War Between the Tates* (1974).

Probably more about marriage than 'University' with the Professor dallying with his student, while the wife plays out the 'trapped at home' role.

MacColl, Mary Rose *No Safe Place*

This story was short-listed for the *Australian/Vogel* Literary Award. It is seen through the eyes of Adele Lanois, Registrar of Walters University, and chief investigator in a sexual misconduct case. It is an exploration of sex, power and personal responsibility and a thriller with the unexpected at every turn. Furthermore it would have to be compulsory reading for counselling staff.

**Pirsig, Professor Robert (Professor of Philosophy at Montana University) *Zen and the Art of Motor Cycle Maintenance: an inquiry into values* (1974).

There is a lot in here about motor bikes, but more about the search for quality in our lives and in our universities.

Sharpe, Tom *Porterhouse Blue* (1976).

This story is about the university residential college, the amazing characters that inhabit it and the forces that create and mould it. The vehicle of delivery is high farce so it can be taken as an antidote after reading C.P. Snow's *The Masters*.

Sharpe, Tom *Wilt* (1978), *The Wilt alternative* (1979) and *Wilt on high* (1984).

A trilogy about a lecturer at the Fenland Polytechnic and the farcical situations that he encounters with his students, family, bosses and other party-animals. Totally light-hearted nonsense of the unforgettable variety.

** Smiley, Jane *Moo* (1996).

A tale about a mid-western university in the mid 1990s told with a strange mixture of love and sardonic humour. It contains some interesting insights about the nature of universities. For example, "Over the years, Ivar thought, everyone around the university had given free rein to his or her desires, and the institution had, with a fine, trembling, responsiveness, answered, 'Why Not?' It had become, more than anything, a vast network of interlocking wishes, some of them modest, some of them impossible, many of them conflicting, many of them complementary."

**Snow, C.P. *The Masters* (1951).

A profound investigation of the power struggles that run through university life. In this case the scene is a university residential college which is in the throes of electing a new Master.

Updike, John *Roger's Version* (1986).

A vivid and sleazy novel about a Professor of Theology and a computer science student who share the same woman but have different ideas about how to prove the existence of God. The book contains some remarkable insights into the science of research grant grabbing and gives a totally cynical view of what universities are all about. It is an effective antidote to the symptoms brought on by reading too much John Henry Newman.

REPORTS

Aitkin, Don, *A Review of the Commonwealth Postgraduate Awards Scheme: A Report by the Australian Research Council*, April 1989.

American Council on Education, *Report of the Committee on Graduate Instruction*.

Bourke, Professor Paul *Quality Measures in Universities*, Commonwealth Tertiary Education Commission, 1986.

Dawkins, John *Higher Education: A Policy Discussion Paper* (1987).

**Dearing, Lord Ronald *Higher Education in the Learning Society*, 1997.

Hurtbise, René and Donald C Rowat *The Report of the Commission on the Relations Between Universities and Government*, Ottawa, 1970.

Japan Ministry of Education, Science and Culture *Japan's Modern Educational System: A History of the First Hundred Years*.

**Karmel, Peter *Inquiry into Funding of Tertiary Education: Statement by the Tertiary Education Commission*, 1979.

Karmel, Peter *Study Leave in Universities and Colleges of Advanced Education: a report of the Tertiary Education Commission*, 1978.

**Martin, L.H. *Committee on the Future of Higher Education in Australia*, 1964-65.

**Murray, Sir Keith *Report Of The Committee On Australian Universities September, 1957*

The Chairman of the Universities Grants Committee of Britain reviewed the condition of Australian universities after World War II and recommended that the Commonwealth Government get heavily involved in financing universities. The Murray Report was the origin of our present (much evolved) higher education system.

New Zealand Ministry of Education, *A Future Tertiary Education Policy for New Zealand*, 1997.

**Robbins, Lord *Higher education: report of the Committee appointed by the Prime Minister under the chairmanship of Lord Robbins*, 1961-63.

A seminal report on higher education in Great Britain.

The Transition from elite to mass higher education : an international conference sponsored by the Australian Department of Employment, Education and Training in association with the Organisation for Economic Co-operation and Development :

conference proceedings 15-18 June 1993, Darling Harbour Sydney Australia. AGPS 1993

West, Roderick *Review of Higher Education Financing and Policy*, 1997.

Williams, Bruce *Education Employment and Training: Report of the Committee of Inquiry into Education and Training*, 1979.

JOURNALS

Australian Journal of Education published by the Australian Council for Educational Research, Victoria.

Education Research and Perspectives published by The University of Western Australia, Department of Education, Western Australia.

Higher Education Research and Development published by the Higher Education Research and Development Society of Australia, New South Wales.

Journal of Higher Education Policy and Management published by the Association of Tertiary Education Management.

*New Zealand Journal of Tertiary Education Policy –
Nga matauranga hikohiko o Aotearoa* (a web-based Journal)
http://www.aus.ac.nz/publications/Ejournal/Titlepage_issue1.htm

Perspective: Policy & Practice in Higher Education published by the Association of University Administrators, London. Available online in 1998.

The Australian Universities' Review published by the National Tertiary Education Union, Australia

The Commonwealth Universities Yearbook published by the Association of Commonwealth Universities, London.

WEBSITES

A list of significant websites can be found at:
http://www.atem.org.au/activities_professional_links.cfm

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