

were top-ranking civil servants who, dissatisfied with the status quo, were eager to change the nature of policy making and administration in higher education. The persuasive tactics that they used succeeded because there was already a changing climate toward the development of a civil society. In the final analysis, there is no single theory that accounts for the Austrian experience. Instead, the successful policy transfer can be attributed to a combination of factors, including the robustness of institutions.

The individual chapters in this book are very well written, each providing vivid historical details of the change process it describes. Paradoxically however, this commendable feature detracts from the book's integration and coherence as there is much repetition, particularly across the earlier chapters, in the narration of the historical process of developing the Austrian system. Although the book's stated focus is the accreditation model, this key concept is not defined until mid-way through the book (on page 70), and a full analysis of the policy transfer does not occur until the last two chapters. Despite these shortcomings, the book provides an interesting history of two similar yet different systems of higher education, and the unique ways in which one was inspired by and modelled on the other. It would therefore be of interest to scholars of public policy, as well as to educational administrators and historians.



Mazón, P. M. (2003). *Gender and the Modern Research University: The Admission of Women to German Higher Education, 1865-1914*. Stanford: Stanford University Press. Pages: 297. Price: \$65.00 USD (cloth).

**Reviewed by Uli Scheck, Faculty of Education, Queen's University.**

Mazón's study delineates the path taken by women to gain access to German universities during the fifty-year period prior to World War I. She explores the reasons why it was nearly impossible to envision the concept of a female student in nineteenth-century Germany, traces the debate initiated by the women's movement that eventually enabled

women to gain university admission, and outlines the important role played by new policies, as well as fictional writing. The key concept with which Mazón analyses the mid-nineteenth to early twentieth-century German debate about university access for women is that of “academic citizenship.” According to the author, academic citizenship was closely linked to the masculine self-perception of the educated middle class and the gendered nature of the student image by combining the elements of maturity, academic freedom with respect to research pursuits, as well as lifestyle, honour, intellectual rigor, and *Bildung* (education and intellectual formation). Academic citizenship and its constituent parts ensured that women were excluded from entering university since they were either prevented from, or assumed to be incapable of, meeting the high standards required of male students.

Chapter I examines how, in the second half of the nineteenth century, academic citizenship and the right to *Bildung* continued to be firmly placed in the male domain. As her sources, Mazón uses three contemporary handbooks that introduce prospective and new students to university life. These guides aspired to the neo-humanist ideal of *Bildung* and articulated very specific views of masculinity thus reinforcing academic citizenship as an exclusive privilege for men. Chapter II provides the counterpoint by tracing how the German middle-class women’s movement worked towards the reform of female education. From 1865 onwards, the *Frauenstudium* (university education of women) became the focus of those reformers who favoured participation of women in higher education as a contribution to solving the woman question, i.e., the social problems caused by industrialization, especially the very limited employment options faced by a rapidly increasing number of single women. Mazón offers a detailed analysis of the ideas and writings of four of the leading reformers, namely Louise Otto-Peters, Hedwig Dohm, Hedwig Kettler, and Helene Lange, all of whom made strong arguments for higher education for females by emphasizing the woman question as a means to subvert the masculine concept of academic citizenship. Chapter III further explores the tension between the rhetoric of the woman question and academic citizenship and situates this conceptual conflict within the well-known nineteenth-

century debates about women's perceived physical, intellectual, and moral inferiority. Women eventually gained access to university education with the understanding that they would choose only "suitable" careers, e.g., become physicians or teachers, and would not compete with men in exclusively male professions such as law. In Chapter IV, Mazón focuses on the policies and regulations brought forward by universities and state governments in an attempt to control the access of women to higher education. She argues that the insistence on the *Abitur* as the qualifying standard for university admission for both sexes was a political strategy aimed at limiting the number of German female students and excluding foreign women entirely. Chapters V and VI bring into play a variety of literary texts depicting the life of *Studentinnen* as well as a number of autobiographical accounts by women belonging to the first generation of female students. Especially the inclusion of non-canonical works of fiction adds a dimension to Mazón's study that is often overlooked.

The last chapter of Mazón's book entitled "Conclusion" is predominantly a repetition of points already made rather than a synthesis of her findings—it reads a bit like a summary chapter of a dissertation—and is thus indicative of both the strengths and weaknesses of this study. Her close readings of both fictional and non-fictional contributions to the *Frauenstudium* debate are illuminating, and the wealth of material she covers is very impressive, indeed. However, in light of Mazón's obvious interest in the cultural history of the period leading to the admission of women to higher education at the beginning of the twentieth century, it is a bit disappointing that she does not provide a more detailed analysis of the confluence of intellectual and literary discourses of the time. It would have been interesting to learn more about how the debate surrounding the woman question and academic citizenship relates to the sexual exploitation of lower middle class women by men enjoying a higher social standing, including university students. German literature of the nineteenth and early twentieth century is saturated with both celebratory and harshly critical portrayals of the double standard at work in male-female sexual relations. Furthermore, some of Mazón's concluding observations are somewhat questionable. She maintains, for example, that the concept of academic citizenship

was finally thrown overboard by the student movement of the late 1960s resulting in the reform of German universities and in making them more responsive to women's needs. This is surely an oversimplification given the complex governance issues that still await resolution in the German postsecondary education system today. In spite of these shortcomings and although it covers some already well-researched ground, Mazón's study nevertheless provides a useful account of the often difficult struggle to secure university admission for women in Germany.



Mowery, D.C., Nelson, R.R., Sampat, B.N., Ziedonis, A.A. (2004). *Ivory Tower and Industrial Innovation: University-Industry Technology Transfer Before and After the Bayh-Dole Act*. Stanford: Stanford Business Books. Pages: 241 Price: \$39.95 USD (cloth).

**Reviewed by Ken Snowdon, Snowdon & Associates, Inc.**

*Ivory Tower and Industrial Innovation: University-Industry Technology Transfer Before and After the Bayh-Dole Act* provides an insightful multi-faceted assessment of licensing and patenting activity in the United States and adds additional perspective on the prevailing view of the importance of the Bayh-Dole Act (1980). What is the prevailing view? The Act, which granted universities (and small business) patent and licensing rights to federally funded research, is often cited as a key ingredient in the significant expansion of the technology transfer and commercialization efforts of American universities which, in turn, helped fuel the economic boom of the 1990s. While the authors acknowledge the importance of the Act, their basic argument is that "much of the current discussion of the economic role of the U.S. research universities and the contributions of U.S. universities to the economic boom of the 1990s, exaggerates the role of the Bayh-Dole" (p. 179). While the Act had a definite impact on the patent and licensing environment, the authors demonstrate that patenting and licensing activities were an important part of academe for many