

internationalization, but that doesn't mean to say that *Consortia's* descriptive accounts of university networking strategies can't inform theories of organization and internationalization of higher education.



Axelrod, P. (Ed.). (2004). *Knowledge Matters, Essays in Honour of Bernard Shapiro*. Montreal and Kingston: McGill/Queen's Press. Pages: 127. Price: \$27.95 (CDN) (paper).

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Knowledge Matters is a distinguished collection that grew out of a seminar in honour of Dr. Bernard Shapiro on the occasion of his retirement from the principalship at McGill University. All contributors to this book of essays, including the editor, Paul Axelrod, are respected scholars and administrators. Each chapter tackles the central question, "Whither the contemporary university?" from different vantages that reflect the areas of expertise of the authors. Although these timely essays honour Bernard Shapiro and his work as an educator, civil servant, writer, and administrator, the collection also pays tribute to the public education system to which Dr. Shapiro has dedicated his life.

The first part of the book is devoted to historical perspectives, which provide a frame of reference to understand paradigmatic changes affecting the vision, mission, and governance of universities in Canada. Claude Corbo, former rector of the Université du Québec à Montréal and specialist in higher education, calls attention to the relevance of distinctive cultural and regional contexts in the first essay. His analysis of the historical conceptual forms that the idea of the university took in Québec between 1770 and 1970 (theological, humanist, functional, utopian—even revolutionary) leads to an understanding of how concepts of the university do not appear in a state of purity. The chapter shows that current conceptions, such as the functionalist one, have been part of the history of the university in Québec

for a long time. Corbo, however, argues that the humanist ideal is at the very core of the university itself.

The second chapter, written by Peter F. McNally, director of the McGill History Project and past-president of the Bibliographical Society of Canada, explains why Canadian higher education has frequently received leadership from McGill. His review concentrates on three long serving principals: Sir William Dawson (1855–1893), Sir William Peterson (1895–1919), and F. Cyril James (1939–1962). The three of them were eminent scholars, visionaries, and gifted administrators. Dawson and Peterson cultivated a consciousness of higher education as a Canada-wide concern with policies governing national entrance standards and affiliations to emerging institutions. James nurtured support for higher education at both federal and provincial levels of government. However, all three principals also enhanced McGill's reputation for academic achievement and as a research-intensive university.

Part two of the book deals with the university and public policy. Janice Gross Stein, a Trudeau Fellow, and director of the Munk Centre for International Studies at the University of Toronto, makes the case that all our institutions are changing and adjusting to a global society that is networked. The university cannot ignore this historical trend and she makes an interesting case for the role of universities in the development of public policy. At the centre of Gross Stein's argument is the need for knowledge sharing on public issues and academic engagement in public policy. The articulation of various kinds of knowledge and a deep understanding of popular practices are prominent in her chapter.

Another essay in this section of the book is offered by Chaviva M. Hosek, president and executive officer of the Canadian Institute for Advanced Research, which was founded in 1982 by academics in partnership with the private sector. The institute has become, as the author puts it, "a catalyst for advanced discovery" (p. 37). The chapter focuses on knowledge transfer and the role of experts in shaping public policy with particular reference to health. The author calls for experts to work together in shifting to a new paradigm. As various agencies are already playing a pivotal role in developing social policy in Canada, universities neglect being engaged in this process at their own peril.

Part three is dedicated to learning and partnership in knowledge development and this section contains three chapters. Arnold Naimark, former president of the University of Manitoba, explores the relationship of universities and industry in Canada. Naimark pays particular attention to the qualitative changes in the relationship between industry and universities over the past quarter century. Mediation of the university-industry relationship by government and the formulation of a national science policy with a view to economic growth are two facets of university-industry relations that Naimark analyses. A true partnership, in his view, will respect the core values that define the university.

William R. Pulleyblank, director of Exploratory Server Systems in IBM's Research Division and the director of the IBM Deep Computing Institute, provides an essay about partnership opportunities for universities, businesses, and government. He offers interesting suggestions from the corporate sector's viewpoint to generate a good productive interaction between university and corporate cultures. Pulleyblank elaborates by exploring four dimensions: collaboration, sources of employees, sources of information, and customers.

Bruce Trigger, a professor of Anthropology at McGill University and a former member of the Board of Governors at McGill, is concerned with the impact of market pressures on the humanities and independent scholarship, in general. His essay concludes that we need to promote "a new level of tolerance for the disciplined examination of diverse viewpoints in order to facilitate a more nuanced and productive discussion of public policy" (p. 81).

Part four deals with international perspectives and includes two well-selected chapters. Jean-Michel Lacroix, rector of the Académie d'Aix-Marseille, addresses the persistent tensions among autonomy, regionalism, and centralization in French universities. The issue acquires new relevance in the context of economic "mondalisation," and international competition. Historically, French universities have been shaped by both a centralizing tradition and a long tradition of autonomy. The universities should continue recreating themselves in the new frame of reference without neglecting their ideal of excellence.

Hanna Gray, former president of the University of Chicago, reflects on qualities of leadership and on the current critique of leadership that impinges on the issue of governance. As Gray points out, the questions are not new, but the historical context is reflective of powerful shifts affecting universities. The author is an experienced administrator who raises key issues such as the critical need “to care for the balance between [the university’s] different parts, to identify a common framework for setting goals, to assess comparative strengths and opportunities, [and] to stimulate and integrate strategic planning... (p. 99).” Gray addresses a key point when she states that leadership requires the president to be both a student and a teacher.

Knowledge Matters closes with a beautifully-crafted chapter entitled “The educational journey of Bernard J. Shapiro,” written by the editor of the collection, Paul Axelrod, a historian who is the current dean of the Faculty of Education at York University. It is not only a journey of Shapiro’s life as a scholar, civil servant, and administrator, but also an account of his philosophical and academic ideas as they developed in that journey. It is most revealing for the reader to follow the influence of Immanuel Kant and Hannah Arendt in Shapiro’s intellectual outlook. The chapter does not attempt a biography or a complete picture of Bernard Shapiro’s life, but rather provides a substantive starting point for future analysis.

Collectively, the essays in honour of Bernard Shapiro contain refreshing and often contrasting views of the complexity of universities, of current knowledge issues, and of deep and shifting paradigm concerns. *Knowledge Matters* is well-written and well-organized. The authors have first hand practical and theoretical understanding of the current issues affecting universities and the role of knowledge in government economic planning. For those who are dissatisfied with or tired of persistent ahistorical criticism for its own sake no matter from which perspective, this book provides useful and much-needed disciplinary-based counter-perspectives on the role of universities in contemporary society.

