

# Book Reviews

*The Outlook for Higher Education.*

John Dale Russell, ed. University of Chicago Press, 1939. 256p. \$2.

THE EIGHTEEN CHAPTERS are written by specialists who have undertaken as best they can to peer into the future of higher education. The analysis proceeds along five different lines—(a) institutional organization, (b) the clientele and (c) the finance of higher education, (d) certain external influences, notably social security, the foundations and the accrediting bodies, and (e) special educational services such as extension and the solution of educational problems through cooperation.

The principal value of the analysis lies in the sweep of vision with which the basic problems of higher education are regarded. The trends cannot be summarized in detail, but a few can be enumerated to suggest the scope and character of the treatment. Montana, Oregon, North Carolina, and Georgia provide illustrations of a movement toward coordination of state-controlled higher education. In each state a professional executive, supported by a board of regents or trustees, carries the responsibility of regulating the higher institutions. It is a pattern of organization that offers hope of eliminating unnecessary duplication of effort, unnecessary expense, and, at the same time, of improving the quality of work.

The multiplication of junior colleges is probably a transition movement in public education which may in time elongate the curriculum of the high school and relieve the university of the first two years of its program.

Enrolment increased during the "tumultuous thirties," with the heaviest in-

creases in the universities under public control. While attendance has been affected by unusual circumstances, present enrolments seem likely to hold up. In the face of this trend, public and private institutions are, for different reasons, finding it more difficult to secure funds without resorting to higher tuition charges. The future of financial support, however, is brighter than it has at times been pictured in recent years.

The flow of foundation money has changed. Instead of helping specific institutions, the foundations are supporting ideas, specific experiments, research activities. In supporting activities more progressive than the university practices they proposed to supplant, the foundations have, without disturbing institutional autonomy, exercised an influence on higher education which is significant but which in the nature of the case is difficult to appraise.

The accreditation movement, an amorphous growth, has gathered enormous strength, but it is now passing through a critical period which will probably bring changes in accrediting procedure. The two papers on accreditation are written from different points of view and carry different implications as to how thoroughgoing these changes are likely to be.

The entire book deserves wide circulation among educational administrators, members of faculties, and librarians. Particular attention is called to "The Financing of Research," by Raymond M. Hughes. A brief but significant part of this chapter is devoted to the relation of the library to research in which the former president of Iowa State College says: "It

is the demands of research that make the university library expensive to maintain. . . . Many able and useful men who preside over colleges and universities do not grasp the vital importance of the library, and I feel that the responsibility for educating them along this line rests with the librarian and the faculty." (pp. 98-9.)—*Carl M. White, University of Illinois Libraries.*

*The University outside Europe.* Edited by Edward Bradby, with a preface by Ernest Barker. vii, 332p. Oxford University Press, London, 1939. \$3.50.

IN 1932 the International Student Service published *The University in a Changing World* under the editorship of Walter M. Kotschnig and Elined Prys. The present volume is designed to supplement the previous one which described higher education in Europe.

Aside from the preface and the introduction it consists of five parts. Part I, which constitutes nearly one-fourth of the book, deals with the university in the United States. It is written by President W. H. Cowley of Hamilton College. The remaining parts give accounts of the universities as follows: Part II, The British Dominions; Part III, India; Part IV, The Far East; and Part V, The Near East.

The general pattern followed in the essays is to give a brief historical background of university development in the country under consideration followed by a statement of some of the major issues faced by those institutions under present-day conditions. The papers are brief but for the general reader they give adequate pictures of the universities in the countries under discussion. The influences that have shaped education at the university

level in those countries are well treated considering the limitations of space. Especially is this true of the essay on the university in the United States.

This paper contains a number of errors which may result partly from the small compass within which the essay was confined, although space is not at all times a sufficient explanation. A few illustrations may be cited:

"Under this influence (the French educational philosophy) the University of the State of New York was organized a non-teaching and non-degree granting institution." (p. 45)

The act creating the University of the State of New York as passed in 1784 provided that the degree of "Bachelor of Arts" was to be conferred by the member colleges but it goes on to give as one of the powers of the university itself the authority "to grant to any of the students of the said university, or to any person or persons thought worthy thereof, all such degrees as well in divinity, philosophy, civil and municipal laws, as in every other art, science, and faculty whatsoever, as are or may be conferred by all or any of the universities of Europe."

The provision by which "the sixteenth section of every township in the new states in the North-west territory" is attributed to the Ordinance of 1787. (pp. 77-78) That ordinance made no specific provision for the allocation of lands.

President Hutchins is said to have "administratively allocated the last two years of the University High School and the first two years of the College to the direction of one administrator." (p. 86) What has been done is to extend the work of the former high school through grades thirteen and fourteen and take from it grades nine and ten and combine them with grades seven and eight. The result