

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

is a new four-year college made up of grades eleven, twelve, thirteen, and fourteen and a high school that begins with grade seven and extends through grade ten. The College remains a two-year unit just as it was before the creation of the new four-year unit.

"The private institutions receive no financial assistance from governmental units." (p. 97) There are many exceptions.—*George A. Works, University of Chicago.*

*Chancellor Kirkland of Vanderbilt.* Edwin Mims. Vanderbilt University Press, Nashville, 1940. xvii, 362p. \$3.

THE BOOK follows in part the conventional pattern of biographies, tracing the ancestry and boyhood of Kirkland, his education, his teaching experience in a country school, in a private school, at Wofford College, his alma mater, and his university experience at Leipzig and Berlin, when Americans who desired advanced work were compelled to go to Germany; it tells how "denominational considerations" seemed to keep the young Methodist from securing the chair of English at the University of North Carolina, "and a Baptist was appointed in order to keep the balance between the denominations in the faculty." Efforts were made to secure a professorship for Kirkland in the University of South Carolina, but the denominational interests and press of that state made the going of that institution hard also. But three weeks after his return from Germany, Kirkland was elected to the professorship of Latin at Vanderbilt, where he served as teacher and chancellor until his resignation in 1937. He had been chancellor of that institution since 1893—perhaps the longest period of service that any man has had to date

as a university head in this country.

Subsequent developments appear in general to support the wisdom of many of Kirkland's far-reaching decisions on educational policies: his position on academic and collegiate education in the Southern states and his work for the establishment and maintenance of respectable standards, at a time when both the high schools and colleges were almost chaotic in that section, and his leadership in the organization and direction of the Southern Association of Colleges and Secondary Schools; his performance of what may have seemed to some people major operations to save Vanderbilt from its inferior medical facilities and to build in Nashville a distinguished medical center; his position in the bitter contest with the General Conference of the Methodist Episcopal Church, South, and the College of Bishops over the control of Vanderbilt—"The Ten-Years' War, 1904-1914"—in which the Supreme Court of Tennessee decided with the university against the General Conference and the Board of Trust—a remarkable chapter in the history of higher education in this country. His answer to the "foolishness" of Tennessee's anti-evolution law and the Scopes trial at Dayton was "to build more scientific laboratories."

A dictator Kirkland may have seemed to some people. It does appear that he did not always heed the counsel which Jethro gave his great son-in-law, for now and then he was "criticized for doing everything himself." And it also appears that now and then he subscribed, as he may have felt compelled to do, to the alleged dictum of Benjamin Jowett, the English scholar and theologian who was for many years Master of Balliol College, Oxford: "Never retract, never ex-