

feet. Winds grew unbearable as temperatures sank to ten degrees below zero. The men sought shelter in the dangerous crevasse to shiver through the night as their freezing feet lost all sensation. On their descent next day Jim fell forty feet wrenching a tendon in one foot, and, crossing a glacial crevasse, the snow bridge gave way behind them. Reaching their tent they crept exhausted into sleeping bags. Next day they were met by a rescue party but Dave had to be strapped to a mule. In a hospital at Lima his toes were amputated but later, equipped with special boots, he was climbing the Selkirks in British Columbia.

Why, one may ask. The author of the Yerupaja conquest answers: "In one month we live more than many people live in a lifetime."

His treatment of this episode of high adventure, although the humor is sometimes a bit strained, is graphic, the narrative both entertaining and informative.

Faraway Places Notes

ACROSS TO NORWAY. By David Howarth. William Sloane Assoc. \$3.75. Here, told with unstudied simplicity, is the story of the secret traffic in arms, refugees, spies, and intelligence between Great Britain and Norway conducted by a small band of modern-day Vikings operating from the Shetland Islands during the Second World War. The author, a war correspondent turned Royal Naval Reserve officer, evidently decided that there were no adjectives adequate to the extraordinary saga and so writes his narrative in sustained understatement that might become boring to the landlubber and irritating to the seafarer who knows something of the toil and terror of small boat operations in sub-Arctic wintry seas even without the added peril of an alert and ruthless enemy.

Norwegian fishermen and their own boats comprised the non-professional Navy which actually commanded the seas and fjords from the Shetlands to the Scandinavian peninsula, under the direction but not the command of the British. Some were
(Continued on page 34)

Education.

One out of every sixty human beings in the United States today is enrolled in an institution of higher learning. No other country on earth approaches that record. (Britain's, for example, is one in 588.) To cope with education on such a vast scale, the United States has developed a variety of institutions and curricula without parallel anywhere. The institutions range from the traditional ivy-type college whose history is chronicled in Pierson's "Yale College" (page 18) to the recently developed community college Brownell discusses in "The College and the Community" (page 18). The variety of curricula is exemplified in two other books reviewed here—Graeffe's "Creative Education in the Humanities" (page 20) and Hollis's and Taylor's "Social Work Education in the United States" (page 20). To preside over these unique institutions a unique figure has been developed, the American college president. He possesses more power than a college head in any other land, yet his tenure averages less than four years. For more about his problems see President Hatcher below.

The Burden of Civilization

THE COLLEGES AND THE COURTS. By M. M. Chambers. New York: Columbia University Press. 202 pp. \$3.

THE COLLEGE FROM WITHIN. By Monroe E. Deutsch. Berkeley: University of California Press. 232 pp. \$3.

GOVERNMENT ASSISTANCE TO UNIVERSITIES IN GREAT BRITAIN. By Harold W. Dodds, Louis M. Hacker, and Lindsay Rogers. New York: Columbia University Press. 133 pp. \$2.50.

PROBLEMS OF COLLEGE AND UNIVERSITY ADMINISTRATION. By Frank L. McVey and Raymond M. Hughes. Ames: Iowa State College Press. 326 pp. \$3.50.

By HARLAN HATCHER

OUR colleges and universities have shown steady growth in numbers and in complexity. There were 27,159 students enrolled in all American colleges in 1850. A century later there were about 2,500,000. Allow for the expansion of facilities, for the increasing scope and depth of knowledge, the acquisition and support of faculties, financing and physical maintenance, and the burdens of administration attendant upon this growth, and you have some measure of the

problems confronting the colleges and universities at this critical mid-century period.

A modern university is in many respects one of the most complex organizations in our society. There is no cause for wonder, therefore, that many new books are being published in the effort to understand the phenomenon and to offer guidance to those responsible for dealing with so perplexing a set of problems.

These four books were written by men with wide experience, and they share with us their accumulated wisdom "out of experience, under the burden of responsibility." "Problems of College and University Administration," written by two former presidents of important universities, is the most unusual of the four. It is informal, practical, personal, and down-to-campus—parallel analyses and comments that occasionally take on the flavor of a good-natured debate. "McVey and the Trustees" is followed by "Hughes and the Trustees."

They cover the entire, overwhelming list of subjects which must engage the time, interest, and attention of the president of a university—from the kind of dog to have in the president's house to break the ice for a student reception, to the preparation of the university budget; from the duties of the president's wife, to the problems of a research foundation and a university press. In between are a couple of hundred problems which arise from day to day in the president's office: choosing a secretary, entertaining, scheduling the twenty-four hours of the day, appointing deans, admitting students, dealing with legislatures and donors, preparing catalogues, planning and building new facilities, dealing with fraternities and student



organizations, scholarships, parents, student discipline, alumni associations, clubs, and reunions, faculty committees.

A thoughtful reader will endorse President McVey's statement: "Considering this subject as a whole, I am reminded of Dr. George Vincent's comment made a good while ago when he said, 'The post of a university president is becoming an impossible one.'"

The demands have not lessened; they have increased. They have grown since the close of the distinguished careers of these two presidents, and some of the delightful things which they have to say out of their own experience seem almost nostalgic in their comparative simplicity.

Full recognition of this continued change is taken by the Vice-President and Provost, Emeritus, of the University of California, Monroe E. Deutsch in "The College from Within." "The purpose of the book," says the author, "is to set forth frankly and honestly conclusions that have gradually developed and crystallized, with the hope that thereby thought on those problems may be stimulated and occasionally even action may result."

The observations are frank, beginning with the selection of a president. Dr. Deutsch calls by name the distinguished non-academic men from military glory, and from legal and business careers, who have been made presidents of leading universities, and, after historical analysis, finds them wanting in the essentials. Past experience, he says, shows that it is better "to follow the well-tried path of selecting persons with educational backgrounds, rather than 'outsiders,' to serve as leaders of our colleges and universities . . . In my judgment the most important attribute to be sought in a president is educational leadership . . . his every act affects the character of the institution. . ."

Among the more striking chapters in a book that covers university life pretty fully are those devoted to leaves and retirements for professors, the relation of religion to higher education, and the freedom of discussion on a college campus. The question of religion is well summarized by a quotation from Emerson: "Great men are they who see that spiritual is stronger than any material force." It behooves institutions of higher learning to see to it that this dimension of our lives is not overlooked or slighted.

There are few instances of abridgment of free discussion of any subject on American college campuses. Present concern and agitation centers



—British Travel and Highway Association.

The river Cam—"a dependency status."

chiefly on "the problem of inviting speakers from the outside." The institutions have been feeling their way on this issue, trying hard to select the best of two competing goods for time and place. Dr. Deutsch makes a fair statement of the position presently arrived at by most colleges: "The institution was built and supported by the state or by private benefactors not to serve as the Hyde Park of any and sundry agitators, but for the education of the young men and women who have the ability to justify that education. A college is not a circus ground for the presentation of this or that celebrity. Its buildings and equipment were designed to educate and train, not to serve as a platform for each and every crackbrained supporter of a myriad of causes . . . Its own respect for sound thinking would make it shrink from any such suggestion."

The operations of modern colleges take them into all sorts of new and unusual problems which require legal and court decisions, sometimes from the Supreme Court itself. These involve questions of admission, legal residence, trusts, taxes, self-liquidating building projects, and business operations of all kinds. Mr. Chambers performs a great service by bringing his previous studies up to date in this volume covering the period from 1946 to 1950—a period when many of the problems were aggravated by the pressure upon the colleges resulting from the veterans' bulge in enrollment.

British universities share most of

our problems with us. The same conditions which have confronted us since World War II have also beset them. Their numbers, however, are not so large. In contrast to our 2,500,000, the British have only about 85,000. How is Britain meeting the rising cost? The Commission on Financing Higher Education invited President Dodds, Dean Hacker, and Professor Rogers to find out.

Their able report is not reassuring. The British Government has sharply increased its grants to the universities. Sixty per cent of the cost is now borne by the government.

So far, at least, the government has not attempted to dictate or to control the universities. But President Dodds, particularly, notes the import of Sir John Anderson's admonishment to the universities: "They must not regard themselves as isolated units, but rather as part of an articulated whole." And Atlee, in a speech at Glasgow University, said that the administration of funds by the University Grants Committee "left the universities almost complete freedom to run their own affairs." The word "almost" may not be overlooked.

In view of the social developments in Britain which have curtailed private means, greater government support was the only source of aid to the hard-pressed universities. This careful study points up the inherent dangers involved in a dependency status for the universities even in Britain.

Harlan Hatcher is president of the University of Michigan.

From Blue Laws to Atomics

YALE COLLEGE: An Educational History, 1871-1921. By George Wilson Pierson. New Haven, Conn.: Yale University Press. 773 pp. \$4.50.

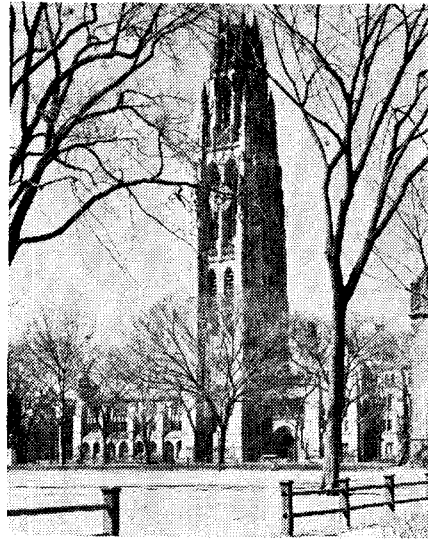
By HENRY N. MACCRACKEN

ACCEPTING his task in high seriousness, Professor Pierson has made in this history of Yale College a most notable contribution to the literature of American culture. He has seen the drama unfolded in this little province. He takes us through the curtain to the tiring-house, and lets us see the actors as a little group of bewildered men, caught in a demand for new and untried texts, but sticking manfully to their old scripts. Bewildered, because knowledge, of late, has spread so fast, that even "general" education must be "particular" in its selection of subject-matter, and study of the humanities can be merely illustrative of spirit and aim, rather than comprehensive. This comes clearly through Dr. Pierson's narrative, and because such studies are rarely so well documented and so amply endowed, and because few trained historians have tried their hands at educational history, this story of Yale will be of great interest to college teachers and executives everywhere.

In five parts, twenty-seven chapters, and five hundred and fifty pages, the political history of the faculty of Yale College is well told. Constructed upon Congregational principles (the faculty being the congregation), Yale had maintained a resolute independence for its governing board of professors, against internal pressure from its own corporation, the state of Connecticut, and the town of New Haven, and also against external pressure from competitive colleges. Whenever the faculty yielded, it did so according to plan to positions previously prepared. It was only when an overwhelming barrage of aggressive alumni backed by wealth had caught them in the cleaning up of the curricular debris left by the First World War, that the faculty surrendered.

The author finds little to chronicle, and less to praise, in the thirty years of Presidents Noah Porter and Timothy Dwight. Four-fifths of his space is therefore given to the administration of Arthur Twining Hadley. His retirement is accepted as marking the end of an educational era. Noah Porter had nipped in the bud almost

Henry N. MacCracken, former president of Vassar College, taught English at Yale University.



—Yale University News Bureau-Albertus.

The Yale Fence—"symbol for . . . love."

every promising development, and had watched the somewhat rank growth of Harvard without envy. Timothy Dwight let things go, and a luxuriant flowering followed upon the strengthened branches. It is characteristic of Yale that in his too-brief record of Dwight's fine period the author should give prominence to noting the resentment over the loss of the Yale Fence and the Old Brick Row. You have to have some symbol for your love, I suppose, even if it is only a fence; but in their grief over the Fence the alumni let the Corporation build without protest a monstrosity of a classroom hall.

It is perhaps unfair to try to summarize this scholarly enterprise in a phrase, but as you close the book you will remember that on page 200 Greek is given up as a required subject, on page 500 Latin. All else is ancillary. For this many a bloody field, many a famous victory. At its close the faculty could count years of debate, a great scientific school wrecked, and their own independence lost. President Hadley deplored the loss of the classics, but he took care not to become too deeply involved in their fate. When Greek fell, he philosophized: "Colleges cannot teach a thing to a public which does not want to study it." But the revolt had not come from Yale. Their passive attitude was due to the dulness of the students of the classroom, and they would have rallied to enlightened teaching. It was this that saved Latin for twenty years. Then the growth of the great university, the disintegration left by the war and the absence on war work of many outstanding scholars, and the powerful

influence of centralization in big business and big government, swept aside all argument of value and of taste. Faculty autonomy was lost in the fight.

There was gain as well as loss in all this. When I spent six years in the English Department of Yale's scientific school, I was the only member without a Yale degree. My friend Tucker Brooke held the same bad eminence in the Academical College. Together (but of course they never met together) the two English Departments numbered some thirty men. So it was no surprise to me to read in Dr. Pierson's quiet prose the astounding statement that from 1800 to 1877 only one non-Yale man had ever held a Yale professorship. Nor to find Dr. Pierson in warm approval of Yale preponderance. "This domination had always been warranted by the outstanding ability of the men who came up through the College. The preference for home talent was based, too, on the instinctive conviction that a self-governing faculty ought to retain a strong nucleus of those who had been brought up in Yale's spirit.

The author portrays Arthur Hadley as a wobbler, though he gives him full credit for his scholarship and sportsmanship. "So he stood alone on the middle of the see-saw, stepping now a little this way, now a little that." To me it seems that the biography of Hadley by his son Morris is a truer picture. One explains the acts from the outside, the other lays bare the deeper motives. Neither, though a loyal portrait is drawn, gives adequate recognition to the influence of Mrs. Arthur Hadley, with her long experience as a Vassar trustee, her wide Yale connections, and her great powers of sympathy and high principle. She never wobbled once in the years that she was my friend.

And I think that if Arthur Hadley trimmed sail occasionally, he was a good sailor, and had to deliver a valuable cargo. If he straddled a fence, he saw to it that it was a Yale Fence, even if it had been transplanted from its view of the Green. Hadley penetrated to the weakness of the Yale faculty, which had become oligarchic rather than democratic, and he built round it a circle of new professorships that made more of human relations. One may admire the superb intransigence of the Yale faculty of thirty years ago, without regretting the growth that overran its elms.

No college, I think, has ever been so bewritten. Yale is still the romantic college of Old College Days, the college of great personalities among its teachers, of brilliant graduates in every field, of patriotic service in war, of every science and study.