

Wickware series on problems of war and reconstruction, shows the marks of extensive inquiry and investigation, and represents the accumulation of many pertinent figures and facts. Although one cannot always accept his deductions without a grain of salt, yet one must be grateful to him for the material which he presents. The book does not propose to be a scientific consideration of reconstruction problems for the colleges and universities of America. It is simply a record of their unanimous response to the call of war, of the adjustments which they were sometimes eager and sometimes compelled to make, and of their almost universal success in maintaining themselves through the trials and difficulties of a dangerous period. It is true that Dr. Kolbe occasionally theorizes concerning significant problems of higher education which the war has poked out of a somewhat dormant state of discussion, but his main purpose is not the solution of these, only their presentation. He forecasts a growing nationalization of the universities, the four-quarter plan of curriculum, a well-justified increase in the pay of college instructors, new intensive training courses modeled after the Army and Navy types, the substitution of Spanish and French for German, a great demand for college-trained women, and a rapid popularization and democratization of all institutes of higher learning. He advocates a Secretary of Education to have a place in the President's cabinet, an acceptance of some kind of military training, an Intercollegiate Intelligence Bureau for the proper placement of college products, and the liberal expenditure of government funds in the promotion of college research for the public good. Nor does he forget to say, "It should be the solemn duty of the colleges to encourage classical study in every possible way in the years to come, so that its humanizing influence may not be entirely lost to our modern civilization."

It is readily seen that he has nothing new to offer. His most startling recommendation is the establishment of a constitutional Department of Education, which has been discussed and advocated for many months by the N.E.A., the Bureau of Education, and other pedagogic institutions. He is much too kind to be acceptably honest. He camouflages the practical failure of the S.A.T.C. with a thick coat of gentle apologies and good-hearted explanations; yet it was that very S.A.T.C. system which laid such a heavy burden of financial loss and internal adjustment on the colleges and universities of the country that it almost broke the backs of many. His record, however, is built in general on undeniably accurate information, since it comes from the institutions themselves, and his appendices present a complete list of all military units authorized, the regulations and curricula of both R.O.T.C. and S.A.T.C., and important data on the actual war contribution of six large representative universities.

THE COLLEGES IN WAR TIME AND AFTER.
By Parke Rexford Kolbe. 320 pages.
Appleton.

Dr. Kolbe, as a special collaborator in the United States Bureau of Education, is well qualified to compile statistics on collegiate participation in the nation's war program. His book, one of the