

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-

plain, get the thing done, let them howl." If, like Moses, Kirkland never did fully learn how to delegate authority he nevertheless seemed to learn with Jowett never to make the same mistake the second time. He doubtless knew that one who occupies a college or university presidency in the United States holds an almost impossible post and is bound to make some mistakes; but the best that the best of such officers can hope for is to avoid making any but small mistakes.—*Edgar W. Knight, University of North Carolina, Chapel Hill.*

Too Much College, or Education Is Eating Up Life. . . . Stephen Leacock. Dodd, Mead, 1940. 255p. \$2.

"EDUCATION is eating up life" is the theme of this, Stephen Leacock's latest humorous sally against the windmills of formal education. We spend too much time and money, he claims, and too much of our valuable youth, acquiring the diplomas—the formal insignia of modern education—and too little preparation for the real work of life. By making us laugh, he makes us listen, using half-truths in argument for, as he says, "a half-truth—like a half brick, carries better."

Economics, asserts Leacock, is a mass of technical verbiage; psychology, "the black art," a parasite battenning upon philosophy, art, and science; the educational value of Latin is overlooked; teaching of foreign languages is a farce; modern English spelling is illogical; mathematics, a series of "puzzles" bearing little relation to reality.

Although he laughs as he talks, we know that this keen, kindly jokester is a friendly critic who might well be taken seriously.—*Morris A. Gelfand, Queens College Library, Flushing, N.Y.*

The Acquisition and Cataloging of Books; Papers Presented before the Library Institute at the University of Chicago, July 29 to August 9, 1940. Edited by William M. Randall, with an introduction by Louis R. Wilson. The University of Chicago Press, 1940. (The University of Chicago Studies in Library Science) x, 408p. \$2.50.

THE REASONS for the decision to devote the 1940 Library Institute, the fifth annual institute sponsored by the Graduate Library School of the University of Chicago with the financial assistance of the Carnegie Corporation of New York, to the subject of the acquisition and cataloging of books—the so-called "technical processes"—are enumerated by Dean Louis R. Wilson in his introduction to this collection of the papers presented at the institute. In the case of the acquisition process there are four reasons: (1) the present war and the rising importance of America as the preserver of the records of civilization, (2) the reduction of library budgets with little prospect of any great increase in the immediate future, (3) the growing realization of the necessity of co-operative acquisition programs and division of fields between libraries, and (4) the recent spectacular developments in microphotography. In the case of classification and cataloging, there are likewise four reasons for the decision: (1) the lack of funds, (2) the shift of interest from cataloging as an end in itself to cataloging as a service, (3) the growth of union catalogs and bibliographical centers, and (4) the new developments in photography as applied to library records.

The papers themselves, numbering seventeen in all, have been edited by Prof. William M. Randall, who is also the author of the opening paper on the tech-