

Review Articles

Graduate Education

Graduate Education in the United States.

By Bernard Berelson. New York: McGraw-Hill Book Company, Inc., 1960. 346p. \$6.95.

"As I began this study, I sought advice from experienced graduate deans as to the kind of study and report that would be most helpful to the field at this time. One dean advised me to 'write a short, concise report with clear recommendations'. Another advised me to 'go out on a limb' in saying what ought to be done. The third advised me to 'stick to the facts'. I have tried to follow the advice of all three." These are the concluding sentences in the author's introduction to this book, and in the opinion of this reviewer Berelson has succeeded admirably in following the advice he received.

Nine books in the Carnegie Series in American Education have resulted from studies supported by grants from the Carnegie Corporation of New York, and this latest one has the potential for the most significant effects of any in this series which includes Conant's much-discussed *The American High School Today*.

The book consists of three parts. The first is a review in thirty-seven pages of the history of graduate education in this country over the past century or so and establishes that the issues in this area have had an impressive historical vitality.

The second part, in 173 pages, is an analysis of the details of the important topics now in active controversy, a setting out of the problems and values involved, and a marshalling of the arguments and the facts. Major headings are: (1) the purposes, (2) the institutions, (3) the students, and (4) the programs.

Conclusions, commentary, and recommendations constitute the forty-six pages of the third part, and the final eighty-three pages consist of appendices.

Berelson does not hesitate "to go out on a limb" in expressing trenchantly the opinions he holds concerning the problems and values he has considered. In regard to the numbers

of doctorates which will be needed to staff higher education he concludes that "the overall situation seems to be not a capital-C Crisis, but rather a small-p problems," and that "the sense of Crisis that makes discussion of graduate education sound shrill these days is unwarranted and misleading," (p. 79). He points out that "A substantial proportion of teachers will be needed in fields that are not typically considered to require the doctorate, at least in the same amounts, e. g., music, industrial and vocational arts, physical and health education, and perhaps home economics, library science, the health sciences, and speech and drama," (p. 77).

An interesting analysis of the problem of professionalization leads to his statement that "the 'ivory tower' is hard to find in a large university these days—and so are some professors," (p. 84). The concluding sentence in the section on the purposes of graduate training is: "The debate is a mixture of dedicated conviction, alleged facts, clichés and prejudices, differences by field and type of institution, solid arguments, low motives and high ideals," (p. 92).

One of the interesting facts brought out in his section on the students is that "Over a quarter of today's doctoral students in the arts and sciences have a total income of over \$5,400 for the academic year, and a similar proportion have from \$3,600 to \$5,400. As the crowning irony to an earlier generation, two-thirds own cars," (p. 150).

The section devoted to conclusions consists of forty-six "major facts that must be taken into account in current appraisals or proposed reforms, together with a running commentary on their meaning and significance," (p. 216). Berelson finds that "By and large, the graduate school is doing a reasonably good job or better, as judged by both the students and the employers. As for the trainers themselves, even they think that things are better today than they were in 'the good old days' when they were being trained," (p. 232).

Berelson's recommendations consist of nineteen proposals, submitted with his opinion that "If they were put into effect, I be-

lieve they would make a genuine improvement in the state of graduate education. In that sense, I shall claim that they are bold; naturally, I think they are sound," (p. 234).

This reviewer concurs with Berelson's opinion of his recommendations. However, another study supported by the Carnegie Corporation and published in the last days of 1959 should be kept in mind as one considers Berelson's recommendations. Earl J. McGrath, author of *The Graduate School and the Decline of Liberal Education*, a sixty-five page publication of the Institute of Higher Education, concludes that the locus of power in the academic enterprise "resides in the graduate faculties of the universities and in their offspring in the independent colleges. No amount of reason—and it has been sincere, vigorous, cogent, and prolonged—has yet been able to unhorse this directive academic class.

"Many proposals made by scholars of wisdom and integrity for the correction of the present crying shortcomings of graduate education have been almost totally disregarded by the group which controls its policies and shapes its character, and this fact foreshadows the extreme difficulty of accomplishing even the most obviously needed reforms. Until different influences are brought to bear on the policies which prevent colleges from fully discharging their proper functions, new attempts at persuasion by fact or logic are unlikely to fare any better than their predecessors," (p. 50).

There is not a dull page in Berelson's book. It will unquestionably provoke wide discussion and debate which should be participated in by academic librarians. It will be interesting to see what changes, if any, will be made in graduate education as a result of this study.—*Eugene H. Wilson, University of Colorado.*

Inside Bentley

A Victorian Publisher; A Study of the Bentley Papers. By Royal A. Gettmann. New York: Cambridge University Press, 1960. 272p. \$7.50.

In general, the literature of publishing consists of a long series of house histories

usually written with eulogistic overtones. Such books contain a useable quantity of information about significant events in the chronology of each firm, but they commonly lack the facts most valuable to the student of literary and cultural history. That is, they omit data about manufacturing costs, author-publisher relationships, publicity methods, and even sales figures. No one is more aware of this than Professor Gettmann who, in this handsome volume, devotes only one chapter to the history of the Bentley firm, and then proceeds to study "the problems of nineteenth-century publishing as they are embedded in the records of Richard Bentley and Son."

Fortunately, Professor Gettmann has had a vast archive to exploit: the correspondence files of the firm at the University of Illinois, the letter-books and ledgers at the British Museum, plus other collections at the Bodleian and the New York Public Library. Because the Bentleys occupied a major place in British publishing from the 1830's to the 1890's, this study contributes much to our knowledge of publishing during this period. It also illustrates the advantages and value of a specific approach to the history of publishing.

In an unusually skillful manner, the author synthesizes his material so that, for the first time, one can easily learn, among other essential things, about the variety of author-publisher contracts of the period, the sums earned by major and minor writers, the ways publishers secured favorable reviews as well as book notices, and the influence of the editor on the text. Moreover, since this was the age of the three-decker, he has recorded its growth and decline. In these chapters, one vignette follows another: the sums George Gissing earned, a publisher's reader's opinion of *The Cloister and the Hearth*, the shrewd contracts drawn by the author of *East Lynne*. This insight into the Victorian publisher at work will be required reading in many a literature and bibliography course.

Now that this survey of the Bentley papers is finished, much more detailed investigation remains to be done. Some aspects of publishing, such as details on the cost of illustrations, are merely suggested, others not mentioned. It would be rewarding, for example, to compare the costs in the Bentley papers with those in *The Cost Books of Ticknor and*