



Historical Evolution of Higher Education in the United States

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Introduction

In this article, the historical evolution of higher education refers to higher learning in the United States from the colonial era to the present day. A radically pluralistic system of public, private, and for-profit two- and four-year training institutes and colleges and professional and graduate schools, the American system is generally regarded as the best in the world. A by-product of the American commitment to liberty and to the belief that academic life should exist outside the grasp of direct government control, US higher education's independence has gradually decreased since World War II and with the dramatic growth of federal funding for research and student aid. Consisting of 4,700 institutions that enroll upward of twenty million students from the United States and abroad, the sector has become a critical governmental intermediary that relies on heavy state-level and federal subsidies and tax expenditures in order to fulfill its core mission of teaching, research, and service. The higher education system also faces a number of pressing challenges: rising costs, declining public support, high student attrition, and long time-to-degree that often results in no degree at all, especially at two-year colleges where the majority of poor and underrepresented minority students enroll. The US higher education system, existing as it does at the intersection of state/society relations, is a fascinating site to study American history. The citations included in this article are intended to provide a point of embarkation for further inquiry. They have been selected because they offer a thematic overview of the history of American higher education intended to provoke additional reading and investigation.

General Overviews

Chroniclers have been tracing the historical evolution of organized higher learning since its formation in Europe and England in the 11th and 12th centuries CE. In the American context, "house histories" of varying quality and accuracy likewise accompanied the founding of the first colonial colleges in the 17th century. While these institutional histories remain a staple of the historical literature and are popular among alumni (and could alone fill an entire annotated bibliography), the first professional histories written by professionally trained historians did not emerge until the late 19th century, which saw the rise of the American history profession. A fringe field dominated by narrowly drawn institutional studies, the systematic scholarly exploration of the history of higher education surged after World War II, when the importance of the research university for national defense and for educating citizens for the rapidly changing labor market and world first became manifest. The postwar period witnessed unprecedented demand for collegiate study, especially among the country's millions of GI Bill-wielding veterans, which, in turn, generated heightened interest in the study of the institution's historical evolution. In an effort to make sense of American higher education's dramatic emergence as a key engine of social mobility, economic progress, and national defense, Brubacher and Rudy 1958 examines the history of the higher education sector as it changed from one dominated by the old-time college to one dominated by the research university. Rudolph and Thelin 1990 provides an incisive study of the "collegiate way" and of the lasting influence of the college model on the ascendant university in the late 19th century. For the emergence of the American university, readers should engage Kerr 1963 and Veysey 1965. On the academic enterprise's transformation into a secular middle-class institution, see Bledstein 1978 and Reuben 1996. For the best synthetic history of American higher education, see Thelin 2011. For a new interpretation of higher education's role in nation building and in defining the terms of democratic citizenship in the 20th century, see Loss 2012. Finally, Smith and Bender 2006 compiles an impressive collection of primary documents that will assist readers in navigating higher education's changing meanings, policies, and practices since World War II.

Bledstein, B. J. 1978. *Culture of professionalism: The middle-class and the development of higher education in America*. New York: Norton.

Through a close examination of leading university presidents—including Harvard's Charles Eliot and Yale's Noah Porter—the book explores the rise and impact of the middle class on the modern university and how the middle class turned the institution into a main engine of upward mobility and social status.

Brubacher, J. S., and W. Rudy. 1958. *Higher education in transition: A history of American colleges and universities*. New York: Harper & Row.

A comprehensive history notable for being among the first critical appraisals of American higher education written in the post-World War II period.

Kerr, C. 1963. *The uses of the university*. Cambridge, MA: Harvard Univ. Press.

A seminal work—first published in 1963—on the history of the "federal grant university," what Kerr famously dubbed the "multiversity." Conceptually rich yet accessibly written, this book is essential reading for scholars, students, and administrators interested in understanding the behavior of the modern research university since World War II.

Loss, C. P. 2012. *Between citizens and the state: The politics of American higher education in the 20th century*. Princeton, NJ: Princeton Univ. Press.

A social and political history that tracks the growing partnership between the federal government and higher education between World War I and the rights revolution of the 1970s, and the collapse of that relationship from the 1980s onward.

Reuben, J. A. 1996. *The making of the modern university: Intellectual transformation and the marginalization of morality*. Chicago: Univ. of Chicago Press.

Examines the impact of value-neutrality and of objective truth on the gradual disestablishment of religious orthodoxy in the modern university.

Rudolph, F., and J. R. Thelin. 1990. *The American college and university: A history*. Athens, GA: Univ. of Georgia Press.

Rudolph's survey covers the colonial college and the rise of the university, but is at its best dissecting the "college movement" of the first half of the 19th century and the spread of the "collegiate way"—the institutions and habits of mind that gradually coalesced to form the general pattern of undergraduate education in the United States.

Smith, W., and T. Bender. 2006. *American higher education transformed, 1940–2005: Documenting the national discourse*. Baltimore: Johns Hopkins Univ. Press.

This collection of primary documents serves as a miniature archive on the history of American higher education since World War II, covering an assortment of topics: from the liberal arts and graduate study to the academic profession, academic freedom, and the rights of students. Provides an excellent guide for faculty and administrators interested in better understanding American higher education.

Thelin, J. R. 2011. *A history of American higher education*. 2d ed. Baltimore: Johns Hopkins Univ. Press.

This well-written and engaging study, which deploys sociologist Burton Clark's idea of the university as an institutional saga, is the rare scholarly study that will enlighten both the general reader and the professional academic—ideal for both introductory and advanced courses in higher education administration and policy studies.

Veysey, L. R. 1965. *The emergence of the American university*. Chicago: Univ. of Chicago Press.

Working at the crossroads of organizational theory and intellectual history, this book uses a series of illuminating institutional case studies of the country's first universities to explore how the fragmentation of knowledge led to the bureaucratization of the institution and to new patterns of social experience for faculty, students, and administrators.

Data Sets and Reports

The collection of data sets presented below aid education researchers and policymakers in their efforts to better understand students' changing experiences with higher education. For an overview of the nation's educational progress and enduring challenges, readers should consult the Statistical Abstract of the United States. A second key data repository is available at the National Center for Education Statistics (NCES). NCES includes a number of longitudinal studies, dating back to the early 1970s, which are particularly helpful to researchers interested in tracking representative student samples through high school graduation and beyond, including their participation in higher education. For annually updated information on all higher education institutions that receive federal financial aid, readers should consult the NCES National Postsecondary Student Aid Study, which permits users to access and evaluate key trends in higher education, including changes in enrollment, financial aid, and funding patterns. For facts and figures on federal student financial aid starting in the mid-20th century, see the College Board's Trends in Student Aid reports. The National Survey of Student Engagement (NSSE) is housed at the Center for Postsecondary Research at Indiana University and includes data intended to help institutions better understand student integration and involvement. Finally, for international comparative data to track America's educational competitiveness, readers should reference the Organization for Economic Cooperation and Development's OECD Online Education Database.

National Center for Education Statistics (NCES).

Part of the US Department of Education, Institute for Education Sciences, the NCES provides researchers with access to a vast assortment of education-related data. NCES has data sets from the 1970s through the 2000s.

National Postsecondary Student Aid Study.

This NCES data set has information about how nationally representative samples of students pay for postsecondary education. Covers academic years 1986–1987, 1989–1990, 1992–1993, 1995–1996, 1999–2000, and 2003–2004.

National Survey of Student Engagement (NSSE).

The NSSE is produced by the Center for Postsecondary Research at the University of Indiana. Since 2000 the NSSE has collected annual data on student engagement using its instrument, the College Student Report, which compiles information from participating institutions (585 in 2015) that tracks both student and institutional engagement.

OECD Online Education Database.

Established in 1961, but with roots extending back to the immediate post–World War II period and the reconstruction of war-torn Europe, the OECD has collected data on higher education participation, finance, and personnel for all thirty-four of its member countries since the 1980s. These data are useful for researchers interested in doing comparative educational research.

Statistical Abstract of the United States: The National Data Book. Washington, DC: US Census Bureau.

Every ten years, the US Constitution requires the government to report the number of people who live in the United States. Census data not only determines the numbers of representative each state has in Congress, but it also helps government agencies allocate approximately \$300 billion annually for a host of education-related programs.

Trends in Student Aid. New York: College Board Advocacy and Policy Center.

The College Board's *Trends in Student Aid* reports are perhaps the best resource for student financial aid figures since the early 1960s. These comprehensive reports include figures for institutional, state, and federal grants and loans for both undergraduate and graduate students.

Journals

Peer-reviewed articles on aspects of the history of American higher education appear regularly in a wide array of history, social science, and higher education journals. The items in this entry represent the most likely outlets in which that scholarship might be found. The two most prominent venues are *Perspectives on the History of Higher Education*, the only scholarly journal in the United States solely dedicated to the history of American higher education, and the *History of Education Quarterly*, which includes work on both K–12 and higher education. For other journals that occasionally publish essays and reviews examining American higher education from an historical perspective, see the *Journal of American History*, *Journal of Higher Education*, *Review of Higher Education*, *Comparative Education Review*, *Research in Higher Education*, and the *Journal of College Student Development*.

Comparative Education Review.

A publication of the Comparative and International Education Society, the journal prints original social scientific and humanistic work exploring the social, political, cultural, and historical dimensions of education in a global context.

History of Education Quarterly.

The official outlet of the History of Education Society, this journal includes a wide scope of work related to both formal and informal education across all time periods.

Journal of American History.

Published quarterly by the Organization of American Historians, the *Journal of American History* is the official journal of record in American history. The journal publishes peer-reviewed articles covering all fields of American history, including occasional articles on the history of education and higher education, broadly conceived.

Journal of College Student Development.

The American College Personnel Association publishes this student affairs–oriented journal, which occasionally publishes historically focused articles and reviews.

Journal of Higher Education.

The *Journal of Higher Education* is prominent in its field, aimed at both researchers and practitioners, and includes historical pieces on American higher education. It is published by the Ohio State University Press.

Perspectives on the History of Higher Education.

The only American journal devoted solely to the history of higher education, the journal includes original research and historiographical essays covering all time periods. Roger L. Geiger, University Professor and Distinguished Professor of Education in the College of Education at Penn State University, is the founding editor of the journal, previously called the *History of Higher Education Annual*.

Research in Higher Education.

Research in Higher Education is the main journal of the Association for Institutional Research and aims to help practitioners improve institutional functioning; it occasionally publishes pieces with historical information at the institutional level.

Review of Higher Education.

The official journal of the Association for the Study of Higher Education (ASHE), the journal generally publishes works that draw on sociological and political science research, as well as psychometric research techniques and methods, although historical pieces and book reviews are sometimes featured.

Land-Grant Colleges and Universities

Prior to the enactment of the Morrill Land-Grant Act of 1862, the federal government's role in educational affairs was marginal. The Morrill Land-Grant Act of 1862 catapulted the government into educational policy matters for the first time, creating fertile ground for the growth of the nation's publicly supported land-grant colleges and universities. The act also institutionalized the idea of practical education in the agricultural and mechanical arts and, from a long-range perspective, set the precedent for greater federal involvement in education. The act was followed up by the Morrill Land-Grant Act of 1890, also known as the Second Morrill Act, which provided funding for the nation's contingent of African American–serving land-grant colleges and universities. For a history of Representative (and later Senator) Justin S. Morrill (R-VT), architect of the original legislation, see Cross 1999. Williams 1991 provides the best history of the growing federal role in higher education and its culmination in the Morrill Land-Grant Act of 1862. Hyman 1986 fits the act within a larger stream of federal action related to education policy and its role in nation building. The main focus of the land grants, especially during their formative period of development prior to World War II, was cooperative agricultural extension, jointly administered by the US Department of Agriculture and the land-grant colleges and universities. The main delivery mechanism for extension was the so-called demonstration method delivered by county agricultural agents. On the development of extension and of the demonstration method, see Bailey 1945. Scott 1970 traces farmers' gradual acceptance of the demonstration method and of roving county agents, while Rasmussen 1989 tracks the history of cooperative extension in the 20th century, which helped turn the public land-grant sector into the largest sector of the American higher education system. Gelber 2011 contextualizes the emergence of the land grants against the backdrop of the rise of the Populist movement, showing how Populist politics influenced the development of the institutions. For information on the national association of land-grant institutions, and its current activities and interests, see Association of Public and Land-Grant Universities.

Association of Public and Land-Grant Universities.

Official website of the APLU—the main professional body and lobby organization of the land-grant university sector.

Bailey, J. C. 1945. *Seaman A. Knapp: Schoolmaster of American agriculture*. New York: Columbia Univ. Press.

An overview of the rise of the demonstration method and the transformation of the land-grant universities told through the history of Dr. Seaman A. Knapp, who created the first USDA demonstration farm in Terrell, Texas, in order to educate farmers about the dangers of the Mexican boll weevil.

Cross, C. F. 1999. *Justin Smith Morrill: Father of the land-grant colleges*. East Lansing: Michigan State Univ. Press.

This biography of Justin Morrill, the prime mover behind the federal land-grant legislation, explains his motives and intent for helping to push the federal government into educational affairs for the first time.

Gelber, S. M. 2011. *The university and the people: Envisioning American higher education in an era of Populist protest*. Madison: Univ. of Wisconsin Press.

A careful examination of the influence of Populism on the development of the land-grant colleges around the turn of the 20th century, with a special focus on events in states in the South and Great Plains, the seedbed of the Populist movement.

Hyman, H. M. 1986. *American singularity: The 1787 Northwest Ordinance, the 1862 Homestead and Morrill Acts, and the 1944 G. I. Bill of Rights*. Athens, GA: Univ. of Georgia Press.

A comparative examination of the Morrill Land-Grant Act and its relationship to other key federal legislation aimed at nation building and at educating citizens for life in a democratic republic.

Rasmussen, W. D. 1989. *Taking the university to the people: Seventy-five years of cooperative extension*. Ames: Iowa State Univ. Press.

Examines the rise and proliferation of cooperative agricultural extension, connecting extension to the land-grant colleges' goal of democratizing higher education.

Scott, R. V. 1970. *The reluctant farmer: The rise of agricultural extension to 1914*. Chicago: Univ. of Chicago Press.

Covers the competition between the US Department of Agriculture and the land-grant colleges for supremacy of the countryside, tracking the development of key legislation that culminated in the passage of the Smith-Lever Act of 1914.

Williams, R. L. 1991. *The origins of federal support for higher education: George W. Atherton and the land-grant college movement*. University Park: Pennsylvania State Univ. Press.

This is the best single history on the early decision making, passage, and implementation of the Morrill Land-Grant Act of 1862 as experienced by one of the act's chief supporters, President George W. Atherton of Pennsylvania State University.

Research Universities and Sponsored Research

Prior to World War II the relationship between the federal government and higher education was highly decentralized, with the vast majority of its miniscule research funding (except for funding for agricultural research) deriving from a combination of philanthropic and industrial sources. This changed during the war when the federal government turned to higher education for turnkey research and development in the name of national defense. The most influential early statement on the nature of the postwar federal-academic research complex was drafted by Vannevar Bush (Bush 1945) and advocated the continuation of federal funding for, but academic control of, research and development—a relationship that Price 1954 later described as "Federalism by Contract." On the 19th-century roots of the research economy, see Oleson and Voss 1979. For a synthetic history of the changing federal role in academic research and its impact on the institution across the 20th century, Geiger 1986 and Geiger 1993 offer the most authoritative overviews. Graham and Diamond 1997 traces the spread of the research economy from its elite institutional origins to challengers lower on the prestige chain. O'Mara 2005 considers the long-range economic effects of the federal-academic research complex as it relates to the rise of Silicon Valley and America's high-tech economy. Geiger 2004 considers the commercialization of knowledge since the 1980s. And Cole 2009 broadens the focus on economic growth in the author's defense of federal support for research universities.

Bush, V. 1945. *Science: The endless frontier*. Washington, DC: Office of Scientific Research and Development.

Commissioned by President Franklin D. Roosevelt toward the end of World War II, Bush's seminal blueprint for the organization of the federal-academic research complex recommended academic control of the federally funded research enterprise.

Cole, J. R. 2009. *The great American university: Its rise to preeminence, its indispensable national role, why it must be protected*. New York: Perseus.

The author's thesis posits the "exceptional" nature of the American research university, arguing that the key to the system's success has been its penchant for competitiveness derived from ongoing inter-institutional battles for federal funding, top-tier professors, and the most talented students.

Geiger, R. L. 1986. *To advance knowledge: The growth of American research universities, 1900–1940*. New York: Oxford Univ. Press.

Covers the early development of research universities in the United States before the rise of federal funding in World War II.

Geiger, R. L. 1993. *Research and relevant knowledge: American research universities since World War II*. New York: Oxford Univ. Press.

The best account of the birth of the modern research economy. This study continues the story of American research universities' rise to international greatness after World War II and the challenges faced by the sector since the 1970s.

Geiger, R. L. 2004. *Knowledge and money: Research universities and the paradox of the marketplace*. Stanford, CA: Stanford Univ. Press.

A penetrating study of the commercialization of knowledge in the post-Cold War era gathered from an extensive collection of data from ninety-nine different research universities.

Graham, H. D., and N. Diamond. 1997. *The rise of American research universities: Elites and challengers in the postwar era*. Baltimore: Johns Hopkins Univ. Press.

A comprehensive examination of 203 research universities that focuses on the spread of the research ideal from a handful of elite, mostly private institutions during and after World War II to public flagship and public regional institutions.

Oleson, A., and J. Voss, eds. 1979. *The organization of knowledge in modern America, 1860–1920*. Baltimore: Johns Hopkins Univ. Press.

A penetrating collection of essays that traces the reorganization of knowledge production and consumption during the American university's formative period of development.

O'Mara, M. P. 2005. *Cities of knowledge: Cold War science and the search for the next Silicon Valley*. Princeton, NJ: Princeton Univ. Press.

A rich political and intellectual history of the rise of Silicon Valley and the less successful attempts to transplant the same research-economic model to other locales, including Philadelphia, Atlanta, and Boston.

Price, D. K. 1954. *Government and science: Their dynamic relation in American democracy*. New York: New York Univ. Press.

Offers the most incisive analysis of the benefits and costs of federal funding for the sciences in the post-World War II period. Shrewdly links the rise of the "contract state" to the rise of the government's cultivation of academic expertise during and after the war.

Foundations in Higher Education

The presence of foundations in higher education is not a recent phenomenon. Fisher 1993 and Rosenfield 2014 describe the impact of major foundations—namely the Carnegie Corporation and the Rockefeller Foundation—on the trajectory of higher education in the early 20th century. Rooks 2006 describes the applied influence of a major player in postwar higher education philanthropy—the Ford Foundation—on addressing a critical curricular need in higher education during and after the civil rights era. Finally, Karl and Katz 1981, Thelin and Trollinger 2014, and Zunz 2011 take the long view of the development of foundations, created to address societal needs unmet by the capacity of the public sphere, to their tremendous influence in shaping higher education in the modern context.

Fisher, D. 1993. *Fundamental development of the social sciences: Rockefeller philanthropy and the United States social science research council*. Ann Arbor: Univ. of Michigan Press.

Fisher recounts how the founding of the United States Social Science Research Council in 1923, the first national institution of its kind, is owed to the considerable influence of private philanthropy—especially, the Rockefeller Foundation—whose charitable giving shaped an entire academic discipline. Fisher's discussions of the role of philanthropy in industrialized societies, as well as the development of the modern capitalist state, are particularly relevant.

Karl, B. D., and S. N. Katz. 1981. The American private philanthropic foundation and the public sphere: 1890–1930. *Minerva* 19.2: 236–270.

An early contribution to the field, Karl and Katz describe the societal vacuum that necessitated private charitable investment in the public sphere, exploring the origins and accretion of influence of private philanthropic foundations, such as the Rockefeller and Carnegie Foundations.

Rooks, N. M. 2006. *White money/black power*. Boston: Beacon.

Rooks examines the origins of black studies in higher education, highlighting the influence of the philanthropic efforts the Ford Foundation, a charitable organization that focused its efforts in the late 1960s on addressing issues of race in the country's race problem by developing a model of black studies curriculum and contributing nearly millions to be used for racial inclusion in the United States' higher education system.

Rosenfield, P. L. 2014. *A world of giving: Carnegie corporation of New York—a century of international philanthropy*. New York: PublicAffairs.

Rosenfield's examination of the role of the Carnegie Foundation in promoting public welfare provides a lens into how private individuals endeavored to positively remake public growth and development, over the course of more than a century and on a global scale. In the context of higher education, Rosenfield pays particular attention to the efficacy of Carnegie's presidents at remaining true to the corporation's founding principle of the "advancement and diffusion of knowledge and understanding."

Thelin, J. R., and R. W. Trollinger. 2014. *Philanthropy and American higher education*. New York: Palgrave Macmillan.

Tailored to a variety of audiences—researchers, scholars, leaders, and professionals in higher education—this book offers a comprehensive treatise on the scope and development of philanthropy in higher education. Particularly, the discussion of private and public interests achieved by philanthropic gifts to higher education institutions, and in fact, the very discussion of public vs. private goods in the higher education setting, is salient throughout history, but especially in recent times.

Zunz, O. 2011. *Philanthropy in America: A history*. Princeton, NJ: Princeton Univ. Press.

Covering the origins of how private philanthropy became a permanent force in American society to the impact of early-21st-century philanthropists, such as Gates and Soros, as well as the mobilization of small donors through charitable groups, Zunz examines the ways in which American philanthropy emerged not as charity work, but as a means to promote the greater good through investigation, problem solving, and systematic inquiry. While not specifically centered on philanthropy in higher education, this book is essential to understanding the role of foundations—and even smaller donors—in influencing public institutions like higher education.

Community Colleges and For-Profit Institutions

The American higher education sector has always been remarkably diverse, and for much of its history two-year community or junior colleges, and for-profit institutions, have been key parts of the institutional mix. In recent decades, the growth of the two-year and for-profit sector has far outpaced the nonprofit four-year sector, thanks, in part, to increasing numbers of college aspirants; to flexible part-time degree and certificate programs; and to the spread of digital distance learning. Not surprisingly, as the number and influence of these institutions has grown, so has scholars' interest in studying and understanding their benefits and drawbacks. Breneman, et al. 2006 offers invaluable context to better understand the recent surge of activity in the for-profit sector. For a collection of core documents tracking the founding and spread of the community (or junior) college sector, readers should consult Diener 1985. Brint and Karabel 1989 and Beach 2010 address the many challenges faced by community colleges and their students, especially the challenges of promoting all students with upward mobility. Kett 1994 offers a comprehensive history of adult learning in the United States that sheds light on the tangled history among community colleges, for-profit education, and the dominant university sector.

Beach, J. M. 2010. *Gateway to opportunity? A history of the community college in the United States*. Sterling, VA: Stylus.

Details the founding of community colleges, once called "junior colleges." Succinctly traces the development and growth of the community college sector, including helpful discussions on the sector's present-day condition and problems, including overcrowding, underfunding, and volatile rates of student matriculation and graduation.

Breneman, D. W., B. Pusser, and S. E. Turner, eds. 2006. *Earnings from learning: The rise of for-profit universities*. Albany: State Univ. of New York Press.

This anthology includes an overview of the recent growth in the for-profit higher education industry since the late 20th century, specifically addressing institutions such as the University of Phoenix and the industry's relationship with Wall Street.

Brint, S. G., and J. Karabel. 1989. *The diverted dream: Community colleges and the promise of educational opportunity in America, 1900–1985*. New York: Oxford Univ. Press.

This provocative book argues that the community college has failed to achieve its original goal of increased educational opportunity for its students. The gradual triumph of vocational education within the community college sector, argue Brint and Karabel, turned the sector into an educational dead end rather than a gateway to further education.

Diener, T. 1985. *Growth of an American invention: A documentary history of the junior and community college movement*. Westport, CT: Greenwood.

A documentary history of the development of the country's community college sector that will be of great interest to readers who want to know more about the ideas, institutions, and individuals that brought the country's two-year-college sector to life.

Kett, J. F. 1994. *The pursuit of education under difficulties: From self-improvement to adult education in America, 1750–1990*. Stanford, CA: Stanford Univ. Press.

Distinguished by its broad sweep and for its focus on adult learners—an often-neglected population in most historical treatments.

Academic Freedom

No single idea animates the university more, yet is more misunderstood, than academic freedom. What is its definition and jurisdiction, and how has the American legal system interpreted it? Before the 20th century and the professionalization of the professoriate, faculty served at the behest of the president and governing board, and could be (and often were) summarily dismissed without due process or cause, usually for voicing controversial extramural utterances. This began to change after the American Association of University Professors crafted the first statement on academic freedom in 1915, later substantively revised and expanded (see American Association of University Professors 1940, which remains the definitive source on academic freedom). A compilation of updated guidelines is available in American Association of University Professors 2006, available both in print and online. For the history of the development of academic freedom, Hofstadter and Metzger 1955 provides the definitive early account. Furner 1975 tracks the professoriate's shift from advocacy to objectivity as the inevitable by-product of the quest for protection from outside interference, explaining the ways in which professors delimited—and "professionalized"—their conduct in order to ensure the perpetuation of their hard-fought autonomy. Yet claims to total freedom of thought and utterance proved easier said than achieved; decades passed and violations accrued before the courts and higher education arrived at a durable legal definition of the term. On the World War I period, see Gruber 1975; on the struggle for academic freedom in the South, see Holden 2012; on World War II and the rise of McCarthyism during the Cold War, see Schrecker 1986, a definitive account. O'Neil 2008 discusses new challenges to academic freedom in the information age, while Delfattore 2010 offers an overview of contemporary challenges and redefinitions of academic freedom in both postsecondary and K–12 venues.

American Association of University Professors. 1940. *1940 statement of principles of academic freedom and tenure*. Washington, DC: AAUP.

This is the AAUP's original statement on academic freedom.

American Association of University Professors. 2006. *Policy documents and reports*. 10th ed. Washington, DC: AAUP.

This publication includes all updated guidelines pertaining to academic freedom in the United States.

Delfattore, J. 2010. *Knowledge in the making: Academic freedom and free speech in America's schools and universities*. New Haven, CT: Yale Univ. Press.

Covers contemporary issues concerning academic freedom in both higher education and K–12 education.

Furner, M. O. 1975. *Advocacy and objectivity: A crisis in the professionalization of American social science, 1865–1905*. Lexington: Univ. Press of Kentucky.

Covers the transformation of professional norms and conduct in response to claims for academic freedom.

Gruber, C. S. 1975. *Mars and Minerva: World War I and the uses of higher education in America*. Baton Rouge: Louisiana State Univ. Press.

Explores how World War I put the nascent definition of academic freedom, first rendered by the AAUP in 1915, to the test.

Hofstadter, R., and W. P. Metzger. 1955. *The development of academic freedom in the United States*. New York: Columbia Univ. Press.

An authoritative, if encyclopedic, account of the development of academic freedom from the era of the college through the rise of the American university.

Holden, C. J. 2012. *The new Southern university: Academic freedom and liberalism at UNC*. Lexington: Univ. Press of Kentucky.

A social history of academic freedom at the University of North Carolina during the interwar period, this book is notable for its focus on the different ways administrators, faculty, students, politicians, and North Carolinians themselves debated and defined the idea of academic freedom at a leading public university in the South.

O'Neil, R. M. 2008. *Academic freedom in the wired world: Political extremism, corporate power, and the university*. Cambridge, MA: Harvard Univ. Press.

One of America's leading legal scholars provides an updated account of academic freedom's current challenges and questions in the information age.

Schrecker, E. W. 1986. *No ivory tower: McCarthyism and the universities*. New York: Oxford Univ. Press.

This study explores the rise of McCarthyism on campus and its detrimental effect on academic freedom during the Cold War.

Governance and Management

Higher education governance and management has transformed significantly since its humble beginnings, when journeyman instructors were required not only to teach and care for students but also to balance the books and maintain the physical plant. The professionalization of the professoriate and the departmentalization of knowledge that coincided with the founding of the nation's first research universities demanded a new cadre of full-time administrative departments and officers to oversee the institution's increasingly complex, hierarchically arranged task environment. Over the years, scholars have developed a number of different models to explain the relationship between the organization of knowledge and the behavior of individuals in knowledge organizations. Baldrige 1971 identifies three models—political, bureaucratic, and collegial; Bolman and Deal 1997 identifies four—bureaucratic, collegial, political, and symbolic; and Birnbaum 1988 identifies five—bureaucratic, collegial, political, anarchical, and cybernetic. Regardless of the actual number of models observed, all these organizational theorists support the notion that higher education is a complex entity in which different organizational models battle it out for scarce resources and legitimacy. For an overview of the changing nature of governing authority in American higher education, readers should consult Cohen and Kisker 2010. For those readers interested in the community college sector, see Cohen and Brawer 2008; and for the unique governance and management challenges of for-profit higher education, see Tierney and Hentschke 2007. See also Duryea and Williams 2000.

Baldrige, V. 1971. *Power and conflict in the university: Research in the sociology of complex organizations*. New York: Wiley.

A classic in the sociology of organizations literature, this work was among the first to advance the idea that different higher education institutions deployed different administrative models in order to operate: political, collegial, and bureaucratic. Subsequent studies would build on this framework, adding new models to Baldrige's triumvirate of ideal types.

Birnbaum, R. 1988. *How colleges work: The cybernetics of academic organization and leadership*. San Francisco: Jossey-Bass.

Straddling the divide between the theory and practice of higher education leadership, this book includes vivid case studies that explore the strengths and weaknesses of five competing administrative frameworks: collegial, bureaucratic, political, anarchical, and cybernetic. Ideal for introductory and upper-level courses in higher education administration and policy studies classes.

Bolman, L. G., and T. Deal. 1997. *Reframing organizations: Artistry, choice, and leadership*. 2d ed. San Francisco: Jossey-Bass.

Widely cited and used by organizational theorists in and outside higher education, this work is distinguished by its rigorous synthesis of leading theories of organizational behavior and leadership (i.e., the four-cornered frame: structural, human resource, political, and symbolic) and its everyday application in large-scale organizations. This book is particularly well suited for courses in leadership and organizational effectiveness.

Cohen, A. M., and F. B. Brawer. 2008. *The American community college*. 5th ed. San Francisco: Jossey-Bass.

Chapter 4 of Cohen's book addresses various approaches to community college governance and organization, while chapter 5 discusses community college finance, including sources of funding throughout the 20th century. The book also provides a short general history of community colleges in America and discussions on student affairs and college access.

Cohen, A. M., and C. B. Kisker. 2010. *The shaping of American higher education: Emergence and growth of the contemporary system*. 2d ed. San Francisco: Jossey-Bass.

Each chapter of this wide-reaching study includes sections on social context, institutions, students, faculty, curriculum, governance, finance, and outcomes. The governance and finance sections offer a terrific synopsis of the development and increasing complexity of university management from the colonial period to the present.

Duryea, E. D., and D. T. Williams. 2000. *The academic corporation: A history of college and university governing boards*. New York: Falmer.

Addresses the history of an entity that is important to the governance of many colleges and universities: the governing board. The chapters are divided by era and run from the Middle Ages to the early 21st century. The authors compare the university management model of a governing board to the management of a corporation.

Tierney, W. G., and G. C. Hentschke. 2007. *New players, different game: Understanding the rise of for-profit colleges and universities*. Baltimore: Johns Hopkins Univ. Press.

Tierney and Hentschke clarify the differences in governance and finance between for-profit and nonprofit colleges and universities. The authors also explain the social and economic context that aided the growth and development of for-profit institutions in last two decades.

Law in Higher Education

The interaction between higher education and regulatory legal regimes was, until the 20th century, limited. The legal landscape in which higher education institutions now operate is considerably more complex and all encompassing than any other time in history. Kaplin and Lee 2007 provides the most complete overview of the increasing frequency and virtually limitless nature of this interaction between higher education institutions and nearly every key area of the law. Aiken, et al. 1976 and Bickel and Lake 1999 hone their focus to the liabilities facing higher education institutions in their regular course of operation. Fritz 2003 and Perritt 2007 explain the legal considerations associated with higher education institutions acting as employers of faculty and staff, including accommodating the needs of all stakeholders, especially students. Finally, O'Neil 1997 focuses on the role higher education institutions play in fostering and inhibiting speech rights among their various stakeholders. Each of these contributions to the field describes key areas in which higher education now interfaces with the law.

Aiken, R., J. F. Adams, and J. W. Hall. 1976. *Legal liabilities in higher education: Their scope and management*. *Journal of College and University Law* 3:1–376.

Aiken, Adams, and Hall craft a comprehensive and practical guide to navigating liabilities that universities as well as their general counsels and risk managers regularly face. Despite the vintage publication date, much of the content is relevant in the modern context.

Bickel, R. D., and P. F. Lake. 1999. *The rights and responsibilities of the modern university: Who assumes the risks of college life?* Durham: Carolina Academic.

Blending history, theory, and law into a practical discussion of the laws and liabilities associated with college life, this book contributes significantly on the topics of faculty, staff, and student safety, and tort in the university setting.

Fritz, T. P. 2003. *Employment issues in higher education: A legal compendium*. 2d ed. Washington, DC: National Association of College and University Attorneys.

Fritz provides a detailed discussion of hiring, training, and dealing with university employees, including difficult employees, with particularly salient sections on employee handbooks, leaves of absence, dismissal, and retaliation.

Kaplin, W. A., and B. A. Lee. 2007. *The law of higher education*. 4th ed. San Francisco: Wiley.

Kaplin and Lee thoughtfully consider the university and its legal relationships with a range of stakeholders, from governing boards and staff to faculty and students. This textbook is the definitive survey of the legal landscape in higher education.

O'Neil, R. M. 1997. *Free speech in the college community*. Bloomington: Indiana Univ. Press.

An unparalleled overview of campus speech codes, speech and technology, free press, artistic expression, academic freedom, religious speech, and freedom of speech at private institutions, providing the clearest articulation of free speech within the university setting.

Perritt, H. H. 2007. *Americans with disabilities act handbook*. 4th ed. New York: Aspen Law & Business.

Although this book is not specifically made for higher education, Perritt's *Handbook* provides comprehensive coverage of the Americans with Disabilities Act (ADA) and its employment, facilities, and public accommodations provisions, all of which are germane to the university. Notably, this book clearly defines statutory and regulatory requirements for public and private university employers, conforming facilities, and places of public accommodation.

Race and Culture

Before African Americans penetrated predominantly white higher education institutions beginning in the mid-1960s, they struggled to organize, staff, and populate their own black-serving institutions throughout the Jim Crow South and border states. Williams 2007, a history of African Americans' quest for education in slavery and freedom, highlights the role of African Americans in their own educational advancement. On the other hand, Anderson 1988 takes a "top-down" approach, observing the detrimental role of Northern philanthropic organizations as they sought to steer black-serving higher education toward vocational rather than liberal arts education. Segregated higher learning, whether by law or custom, endured until the National Association for the Advancement of Colored People's (NAACP) decades-long legal strategy finally toppled the edifice of "separate but equal" education. Kluger 2004, a study of *Brown v. Board* (1954), offers a blow-by-blow account of African Americans' struggle for legal equality and social respect. Patterson 2001 covers some of the same terrain but pushes the story to the turn of the 20th century in order to recount the "troubled legacy" of the ruling. Despite the Supreme Court's historic decision, public and private higher education institutions dragged their feet on the way toward true integration. This was especially the case at elite private universities in the South, as Kean 2008 notes in the author's multifaceted institutional account of Southern universities' various subterfuges to forestall integration until the 1970s; this was long after *Brown* and the passage of the Civil Rights Act of 1964 barring discrimination at any institution that received federal funds, which implicated nearly every college and university. Anderson 2004 describes the role of affirmative action in combating de jure and de facto discrimination, and Skrentny 2004 adds context to this discussion by describing how this fight energized additional minority groups, including Latinos, Asian Americans, women, and the disabled. Readers should refer to Hoffman 1996 for information on historically black colleges and universities, to Gordon 2015 for the origins of racial individualism in the 1940s and 1950s, and to Gasman 2007 for the history of the United Negro College Fund, which offered critical support to black colleges in the post-World War II era. On the rise of the Student Nonviolent Coordinating Committee in the 1960s, see Carson 1981.

Anderson, J. D. 1988. *The education of blacks in the south, 1860–1935*. Chapel Hill: Univ. of North Carolina Press.

Examines the formative period of the development of black-serving education institutions in the South, emphasizing the sway of Northern philanthropists in their pursuit of vocational, or industrial, education.

Anderson, T. H. 2004. *The pursuit of fairness: A history of affirmative action*. New York: Oxford Univ. Press.

A synthetic history of the origin and struggles over affirmative action in the United States since World War II, including chapters on the rise of affirmative-action admissions in higher education.

Carson, C. 1981. *In struggle: SNCC and the black awakening of the 1960s*. Cambridge, MA: Harvard Univ. Press.

Provides a moving account of African-American college students during the coeducational, interracial heyday of the Student Nonviolent Coordinating Committee.

Gasman, M. 2007. *Envisioning black colleges: A history of the United Negro College Fund*. Baltimore: Johns Hopkins Univ. Press.

The best study of the United Negro College Fund, which provided crucial support to black colleges and their students throughout the post–World War II era and helped fuel the African-American quest for civil rights.

Gordon, L. N. 2015. *From power to prejudice: The rise of racial individualism in midcentury America*. Chicago: Univ. of Chicago Press.

Gordon examines the origins of “racial individualism”—the mid-century belief that white attitudes were to blame for prejudice and that education was the solution—and explains how it paved the way for legal equality but did nothing to combat structural inequality.

Hoffman, C. 1996. *Historically black colleges and universities, 1976 to 1994*. Washington, DC: National Center for Education Statistics.

This NCES report (Publication no. NCES 96902) offers a statistical portrait of historically black colleges and universities from 1976 to 1994, providing data on enrollment, degrees awarded, employee salaries, and institutional revenues and expenditures.

Kean, M. 2008. *Desegregating private higher education in the South: Duke, Emory, Rice, Tulane, and Vanderbilt*. Baton Rouge: Louisiana State Univ. Press.

This work tells the story of how and why the American South's elite private institutions—Duke, Emory, Rice, Tulane, and Vanderbilt—resisted desegregation until the 1960s, at which time the pressure and protest had increased to the point that the institutions' quality and reputation were at serious risk.

Kluger, R. 2004. *Simple justice: The history of Brown v. Board of Education and black America's struggle for equality*. New York: Knopf.

A classic study—revised and updated from 1975—tracking the NAACP's legal team's long, ultimately successful, efforts to overturn segregated education. This book will be of great use to any reader interested in understanding the road to the *Brown* decision and its legacy.

Patterson, J. T. 2001. *Brown v. Board of Education: A civil rights milestone and its troubled legacy*. New York: Oxford Univ. Press.

Patterson crafts a compelling review of the *Brown v. Board of Education* case, its litigation, and its fifty-year aftermath, exploring a number of questions that get to the very heart of its legacy, including an examination of the requirements of the court's holding in the modern context.

Skrentny, J. D. 2004. *The minority rights revolution*. Cambridge, MA: Harvard Univ. Press.

Recognizing the role of the individual in bringing to fruition the minority rights revolution of the late 1960s and early 1970s, Skrentny gives due consideration to a non-bottom-up narrative, specifically how elites advocated for the expansion of rights for minority groups of all kinds.

Williams, H. A. 2007. *Self taught: African American education in slavery and freedom*. Chapel Hill: Univ. of North Carolina Press.

This “bottom-up” history of African American education provides a corrective to past works that have looked exclusively at missionaries from the North and philanthropists to explain the development of African-American education institutions in the South. Williams persuasively argues that African Americans themselves were most responsible for the creation and perpetuation of their own education institutions.

Testing and Admissions

Although theirs was the most egregious case, African Americans were far from the only group blocked from entering the college classroom in the 20th century. The implementation of selective admissions earlier in the century, according to Karabel 2005, intended to prevent racially suspect classes of students (e.g., Jews) from enrolling at elite, predominantly white-serving institutions, portended the fierce struggles for affirmative admissions programs in the 1960s and afterward. On the use of affirmative action and the SAT as instruments to determine entry, see Lemann 1999. For the benefits of affirmative action in higher education, Bowen and Bok 2000 offers the most comprehensive findings, supported with a wealth of qualitative and quantitative data. However, the use of affirmative action in higher education is highly contested. Welch and Gruhl 1998 and Harris and Tienda 2010 support the beneficial view of affirmative action—in a specific state context and in the use of affirmative action in graduate school admissions, respectively—while Sander and Taylor 2012 offers a counterpoint, describing how affirmative action policies contribute to diminished student success. On the continuing struggle for (and legal battles over) equal educational opportunity, particularly the fight over affirmative action, see Garces 2012, Katznelson 2005, and Marin and Horn 2008. On how best to navigate the admissions process in the face of changing definitions of affirmative action, readers should consult Beckman 2006. For a discussion of the impact of changing state and institutional financial aid practices on college access, see Heller 2002 and McPherson and Shapiro 2002.

Beckman, J. A. 2006. *Affirmative action now: A guide for students, families, and counselors*. Westport, CT: Greenwood.

While the focus is on the use of affirmative action in higher education in the 21st century, this book also provides a succinct history of affirmative-action policies, practices, and landmark court cases. It is an excellent primer for readers in search of accurate, easy-to-follow information about this complex policy arena.

Bowen, W. G., and D. Bok. 2000. *The Shape of the river: Long-term consequences of considering race in college and university admissions*. Princeton, NJ: Princeton Univ. Press.

A nuanced examination of two decades' worth of data from nearly thirty institutions, this deeply researched study carefully weighs the benefits and costs of affirmative-action admissions, concluding that, in the main, affirmative-action admissions benefit higher education and the larger society that it serves.

Garces, L. M. 2012. Necessary but not sufficient: The impact of *Grutter v. Bollinger* on student of color enrollment in graduate and professional schools in Texas. *Journal of Higher Education* 83.4: 497–534.

Garces investigates the Supreme Court's decision in *Grutter v. Bollinger* and its impact on minority student enrollment in graduate and professional education in Texas, finding that the Supreme Court's reasoning, as interpreted by Texas's public higher education institutions, helped to increase minority student enrollment rates in graduate and professional schools.

Harris, A., and M. Tienda. 2010. Minority higher education pipeline: Consequences of changes in college admissions policy in Texas. *Annals of the American Academy of Political and Social Science* 627.1: 60–81.

Harris and Tienda examine the access pipeline from start to finish—application, admission, and enrollment—for students in Texas after the Top Ten Percent Plan was passed in the wake of the *Hopwood v. University of Texas* decision. The results from this study indicate that the affirmative action policies prior to the Top Ten Percent Plan resulted in slightly greater proportions of minority students in Texas's public higher education institutions.

Heller, D. E. 2002. State aid and student access: The changing picture. In *Condition of access: Higher education for lower income students*. By Donald E. Heller, 59–72. Westport, CT: American Council on Education/Praeger.

Charts the shift in student-aid policy from need-based to merit-based programs, offering insights on why it has become harder for needy students to afford college.

Karabel, J. 2005. *The chosen: The hidden history of admission and exclusion at Harvard, Yale, and Princeton*. Boston: Houghton Mifflin.

A richly researched history of the anti-Semitic origins of selective admissions at Harvard, Yale, and Princeton in the early 20th century and how those policies later served as the foundation of affirmative admissions programs in the 1960s and 1970s. Karabel addresses changing patterns in the admission of groups such as Jews, legacies, students from wealthy families, women, and ethnic and racial minorities.

Katznelson, I. 2005. *When affirmative action was White: The untold history of racial inequality in twentieth-century America*. New York: Norton.

Explores how the local administration of federal social policy—including the GI Bill—encouraged discriminatory practices against African Americans and other marginalized groups before the enactment of antidiscrimination laws in the 1960s and 1970s.

Lemann, N. 1999. *The big test: The secret history of the American meritocracy*. New York: Farrar, Straus and Giroux.

This groundbreaking history of the rise of the Educational Testing Service and the development of the SAT explains how higher education's quest for a “meritocracy” unexpectedly led to affirmative-action programs that reshaped not only college admissions but also the very structure of social relations in the United States.

Marin, P., and C. L. Horn. 2008. *Realizing Bakke's legacy: Affirmative action, equal opportunity, and access to higher education*. Sterling, VA: Stylus.

Marin and Horn produce a thorough book-length retrospective examination of the origins and development of the use of affirmative action in higher education. The authors provide substantial and thoughtful treatment of the *Bakke vs. Regents of the University of California* case and the subsequent cases comprising the Supreme Court's body of affirmative action precedent.

McPherson, M. S., and M. O. Shapiro. 2002. *Changing patterns of institutional aid: Impact on access and education policy*. In *Condition of access: Higher education for lower income students*. Edited by Donald E. Heller, 73–94. Westport, CT: American Council on Education/Praeger.

McPherson and Shapiro explore institutions' use of financial aid as an enrollment management tool, addressing specifically the practice of giving greater financial aid to students who will help raise institutional rank, despite the fact that students with the greatest academic merit tend to have the least financial need.

Sander, R. H., and S. Taylor. 2012. *Mismatch: How affirmative action hurts students it's intended to help, and why universities won't admit it*. New York: Basic Books.

Sander and Taylor's discussion of the pitfalls of the use of affirmative action in higher education centers on affirmative action practices that place black and Hispanic students into settings where they are less likely to succeed and provides an important counterpoint to the majority of the affirmative action literature.

Welch, S., and J. Gruhl. 1998. *Affirmative action and minority enrollments in medical and law schools*. Ann Arbor: Univ. of Michigan Press.

Welch and Gruhl chronicle the impact of the *Bakke* decision on the development of affirmative action programs at medical and law schools and ultimately on professional graduate education, using both using national enrollment data and a survey of law and medical schools.

Student-Aid Policy

The rise of federal support for scientific research was not the only way the government transformed American higher education in the 20th century. The creation of a three-pronged student-aid system based on grants, work study, and loans also revolutionized higher education for tens of millions of students after World War II. For the best history of financial aid, especially before the federal government's involvement, see Wilkinson 2005. The GI Bill of 1944 was not only a touchstone for veterans' benefits but also a bellwether for subsequent federal student aid programming. On the creation of the GI Bill, see Olson 1974. Not all veterans benefited equally from the bill. Frydl 2009 documents how the local-level distribution of benefits by private banks and colleges and universities, combined with entrenched traditions of Jim Crow, severely limited African-American veterans' access to benefits. Despite these shortcomings, the GI Bill triggered a torrent of interest in widening educational access for all Americans, not just veterans. The next breakthrough occurred with the passage of the National Defense Education Act of 1958, the congressional debates of which are ably reconstructed in Clowse 1981 and Urban 2010. The Higher Education Act of 1965 eclipsed all previous legislation, remaining to this day the foundation of the federal government's program for aid to college students. Graham 1984 offers the most complete coverage of the act, which Gladieux and Wolanin 1976 describes as being modified and enriched with the passage of the Education Amendments of 1972. The amendments created the Pell Grant, allocating means-tested and portable financial aid for all qualified students, and Title IX, banning sexual discrimination in higher education. This history of Title IX's impact on collegiate athletics is covered well in Edwards 2010.

Clowse, B. B. 1981. *Brainpower for the Cold War: The Sputnik crisis and National Defense Education Act of 1958*. Westport, CT: Greenwood.

An insider's view of Congress's behind-closed-door decision making that resulted in the National Defense Education Act of 1958.

Edwards, A. R. 2010. Why sport? The development of sport as a policy issue in Title IX of the Education Amendments of 1972. *Journal of Policy History* 22.3: 300–336.

Examines how Title IX unexpectedly revolutionized collegiate athletics and, by extension, the entire American higher education system.

Frydl, K. J. 2009. *The G. I. Bill*. New York: Cambridge Univ. Press.

Using state development theory, this book offers a powerful rejoinder to those studies that portray the GI Bill as an "exceptional" piece of public policy, showing the many ways in which the bill's "local" administration reinforced existing patterns of discrimination and inequality for African-American veterans and their families.

Gladieux, L. E., and T. R. Wolanin. 1976. *Congress and the colleges: The national politics of higher education*. Lexington, MA: Lexington Books.

This is a detailed study of the changing dynamics of federal-level education policymaking—particularly the rise of special interests and lobby groups—that focuses on the Education Amendments of 1972.

Graham, H. D. 1984. *The uncertain triumph: Federal education policy in the Kennedy and Johnson years*. Chapel Hill: Univ. of North Carolina Press.

Covering the passage of the Elementary and Secondary Education Act of 1965 and the Higher Education Act of 1965, this study draws interesting comparisons between the two pieces of legislation on the way toward explaining how exactly the federal government got inextricably entwined in education policymaking at all levels.

Olson, K. W. 1974. *The G. I. Bill, the veterans, and the colleges*. Lexington: Univ. Press of Kentucky.

The earliest comprehensive study of the enactment of the GI Bill, this book offers a detailed account of both the enactment and implementation of the act, including a fascinating case study of the bill's impact on the University of Wisconsin–Madison.

Urban, W. J. 2010. *More than science and Sputnik: The National Defense Education Act of 1958*. Tuscaloosa: Univ. of Alabama Press.

With careful attention allotted to analyzing the various motivations of the NDEA's key architects, this detailed policy history of the NDEA of 1958 explores the act's immediate and long-term influence on K–12 and higher education policy.

Wilkinson, R. 2005. *Aiding students, buying students: Financial aid in America*. Nashville: Vanderbilt Univ. Press.

This is the best, most comprehensive single history of student aid in America that shows the multifaceted nature of student aid and the different ways in which administrators have used aid for both heartfelt and instrumental purposes.

Student Life and Cultures

The history of college students comprises one of the largest subfields in the history of higher education. Horowitz 1987 offers the best single history of college students, covering the intersecting histories of "college men," "outsiders," and "rebels" with analytic verve and authority from the colonial era to the end of the 20th century. Several studies focus more on specific student types as they defined themselves at various times in the past. On the violent and unruly lives of college students during the American Revolution through the American victory in the War of 1812, see Novak 1977. Allmendinger 1975 discusses the influence of demographic changes in student populations on student life and culture in the 19th century, while Leslie 1992 offers insights into the changing expectations of students at four liberal arts colleges during the era of the ascendancy of the university. Fass 1979 explores the 1920s and the role of students in forging the rituals and institutions of the modern extracurriculum. Levine 1986 extends the analysis to the 1930s and the Great Depression, examining the impact of state and federal interventions on students' experiences in that challenging era. Finally, for a deeper understanding of one of the oldest, most important institutions of the student experience—Greek-letter organizations—see Syrett 2009 on the history of white fraternities, and Brown, et al. 2005 on the history of African-American fraternities.

Allmendinger, D. 1975. *Paupers and scholars: The transformation of student life in nineteenth-century New England*. New York: St. Martin's.

Traces the impact of poor, rural students on the academic and social life of New England colleges in the 19th century.

Brown, T. L., G. Parks, and C. M. Phillips. 2005. *African American fraternities and sororities: The legacy and the vision*. Lexington: Univ. Press of Kentucky.

This anthology provides the single best history of the development of the nation's nine primary African-American fraternities and sororities. It includes a rich assessment of the academic, social, cultural, and political importance of these black-student organizations in the face of legal and informal forms of racial discrimination.

Fass, P. S. 1979. *The damned and the beautiful: American youth in the 1920s*. New York: Oxford Univ. Press.

Looking at the world students created for themselves on college campuses in the pivotal 1920s, this book will be of interest to readers wanting to know more about the rise of the modern extracurriculum—what Fass memorably calls the "peer society"—and how it has continued to shape students' experiences ever since.

Horowitz, H. L. 1987. *Campus life: Undergraduate cultures from the end of the eighteenth century to the present*. New York: Knopf.

Organized around three competing student types—"college men," "outsiders," and "rebels"—this study explores the changing dynamics of undergraduate life since the colonial era. Horowitz argues that past student cultures continue to influence present cultures.

Leslie, W. B. 1992. *Gentlemen and scholars: College and community in the "age of the university," 1865–1917*. University Park: Pennsylvania State Univ. Press.

An enlightening examination of the enduring collegiate model and its student body as it sought to adapt to a new world of higher education that was dominated by the rising American research university.

Levine, D. O. 1986. *The American college and the culture of aspiration, 1915–1940*. Ithaca, NY: Cornell Univ. Press.

Focusing on the rise of middle-class demand for higher learning, this work explores the changing role of the American college during the critically important, if surprisingly neglected, interwar period.

Novak, S. J. 1977. *The rights of youth: American colleges and student revolt, 1798–1815*. Cambridge, MA: Harvard Univ. Press.

Looks at how college students responded to—and often sought to emulate—the expanding sense of democratic values on their campuses during the raucous early national period.

Syrett, N. L. 2009. *The company he keeps: A history of white college fraternities*. Chapel Hill: Univ. of North Carolina Press.

Tracks white fraternity culture from 1825 to the present, offering novel insights into the intricate machinations of the fraternity system and its powerful relationship to changing conceptions of masculine identity.

Student Politics

Cohen 1997 explores the rise of student political activism during the turbulent 1930s with an eye on the heyday of student action in the 1960s. Not surprisingly, the literature on the 1960s is particularly plentiful. For the shift from an interracial, integrationist civil rights movement to the struggle for black power in the latter 1960s, see Joseph 2006 and Rojas 2007. Rossinow 1998 chronicles the rise of the New Left while Schneider 1999 covers the rise of the New Right. Evans 1980, a work on the second-wave women's movement of the 1960s and 1970s, dissects the relationship between women's liberation and the civil rights and New Left movements that spawned it. Scholarship on the post-1960s college student, typified by Levine and Curtain 1998, has generally highlighted students' lack of political engagement and focus. For a challenge to this view, see Rhoads 1998, a study that showcases the ways in which the "personal politics" of the 1960s were revived by the campus culture wars of the 1980s and 1990s.

Cohen, R. 1997. *When the old left was young: Student radicals and America's first mass student movement, 1929–1941*. New York: Oxford Univ. Press.

This is the only comprehensive study of the radical college political movements of the challenging 1930s. It provides an excellent corrective to those studies that err in depicting the 1960s as the only politically charged era in the history of higher education.

Evans, S. M. 1980. *Personal politics: The roots of women's liberation in the civil rights movement and the New Left*. New York: Vintage.

Probes the emergence of the women's liberation movement as it took shape following the disestablishment of the male-dominated mass movements of the 1960s.

Joseph, P. E. 2006. *Waiting 'til the midnight hour: A narrative history of black power in America*. New York: Henry Holt.

A novel examination of the rise of the black power movement in the latter 1960s that makes important connections to the earlier interracial civil rights movement.

Levine, A., and J. Curtain. 1998. *When hope and fear collide: A portrait of today's college student*. San Francisco: Jossey-Bass.

A must-read for any student affairs professional, this work offers an illuminating portrait of the lives of America's latest generation of college students.

Rhoads, R. A. 1998. *Freedom's web: Student activism in an age of cultural diversity*. Baltimore: Johns Hopkins Univ. Press.

The 1960s was not the only period of committed student political engagement, as this study explains. Post-1960s generations of students have also organized for political battle, often in order to assert their particular group consciousness or identity.

Rojas, F. 2007. *From black power to black studies: How a radical social movement became an academic discipline*. Baltimore: Johns Hopkins Univ. Press.

Provides an illuminating examination of the way in which higher education transformed black-power politics into the new field of black studies, offering readers a blueprint for understanding how the modern university has accommodated insurgent politics since the 1960s.

Rossinow, D. 1998. *The politics of authenticity: Liberalism, Christianity, and the New Left in America*. New York: Columbia Univ. Press.

The first significant study of the New Left not written by a veteran of the movement, this book carefully re-orientates readers to that critical decade of student activism and engagement by exploring the religious and therapeutic motivations that undergirded the New Left at the University of Texas at Austin.

Schneider, G. L. 1999. *Cadres for conservatism: Young Americans for freedom and the rise of the contemporary right*. New York: New York Univ. Press.

For readers interested in the experiences of conservative student groups on college campuses, this study covers the formation of the Young Americans for Freedom in the 1960s and later the rise to national prominence of some of its most politically savvy members.

Women in Higher Education

Women have participated in American higher education as students, faculty, and staff since the 19th century. Yet not until the last quarter of the 20th century—thanks to federal action and women's own organizing—did women begin to achieve equity with their male counterparts. By the mid-1980s female undergraduate enrollments eclipsed male enrollments, and women's share of faculty and administrative positions, though still lagging behind men's, has also increased, particularly their share of tenured positions. The following references offer an overview of women's long struggle for equal opportunity in higher education. For a superb review of women's fight for educational opportunity, readers should consult Solomon 1985, whose treatment of the rise of coeducation in the late 19th and early 20th century is particularly well executed. For a political angle and a history of national anti-sex discrimination legislation, see Fishel and Pottker 1977. On women's experiences in single-sex institutions in the several decades that bookended the turn of the 20th century, see Horowitz 1985. For the influence of social science research on changing understandings of "womanhood" in the early 20th century, and its impact on the feminist movement, see Rosenberg 1983. On the American Association of University Women, which served as academic women's major professional organization until their movement into the major disciplinary professional organizations after the 1960s, see Levine 1995. For a study of women in higher education between World War II and the outbreak of the second-wave women's movement in the late 1960s, see Eisenmann 2006. Evans 2007 describes African-American women's experiences in higher education from 1850 to 1954, and Miller-Bernal 2004 covers African-American women's experiences since 1950.

Eisenmann, L. 2006. *Higher education for women in postwar America, 1945–1965*. Baltimore: Johns Hopkins Univ. Press.

Covers the neglected post–World War II period prior to the onset of the women's liberation movement in the late 1960s. By looking at expert analyses of female students along with the activities of academic women's professional organizations, the book reveals the Cold War era as a time of measured progress for women in higher education.

Evans, S. Y. 2007. *Black women in the ivory tower, 1850–1954: An intellectual history*. Gainesville: Univ. Press of Florida.

Framed around a series of richly rendered intellectual biographies of leading (if little known) black female academics between 1850 and 1954, when the Supreme Court's *Brown* decision finally outlawed segregated education.

Fishel, A., and J. Pottker. 1977. *National politics and sex discrimination in education*. Lexington, MA: Lexington Books.

Examines the evolution of anti-sex discrimination legislation in Congress that culminated in the passage of Title IX of the 1972 Education Amendments, which barred sex discrimination in "any education program or activity."

Horowitz, H. L. 1985. *Alma Mater: Design and experience in the women's colleges from their nineteenth-century beginnings to the 1930s*. New York: Knopf.

A fascinating study of women's foray into higher learning by one of the country's leading authorities on the subject. The book explores the interrelationship between the architectural and intellectual spaces and their effect on female students at Seven Sisters colleges.

Levine, S. 1995. *Degrees of equality: The American association of university women and the challenge of twentieth-century feminism*. Philadelphia: Temple Univ. Press.

A comprehensive study of the AAUW, which, from its founding in the late 19th century until the 1970s, served as academic women's primary professional organization.

Miller-Bernal, L. 2004. *Going coed: Women's experiences in formerly men's colleges and universities, 1950–2000*. Nashville: Vanderbilt Univ. Press.

The essays in this anthology focus on the introduction of coeducation at institutions including Yale, Princeton, West Point, and community colleges, and women's experiences at newly coeducational institutions. The book also includes discussions of coeducation at historically black colleges and universities and at Catholic universities.

Rosenberg, R. 1983. *Beyond separate spheres: The intellectual roots of modern feminism*. New Haven, CT: Yale Univ. Press.

Provides an incisive examination of the impact of social science research, much of it conducted by women, on the development of a nascent feminist consciousness in the early 20th century.

Solomon, B. M. 1985. *In the company of educated women: A history of women and higher education in America*. New Haven, CT: Yale Univ. Press.

Offers a comprehensive overview of women's experiences with higher learning. Beginning in the early national period and the rise of female seminaries, academies, and single-sex institutions, Solomon evocatively contextualizes the gradual triumph of co-education and how the achievement of equal educational opportunity transformed colleges and universities along with the students and society served by those institutions.

[back to top](#)

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