

lessness" (p. 66), where "any elected body . . . is likely to be subject to corruption" (p. 18) in "a nation that places aggrandizement before life itself" (p. 9).

Thus Condit's picture of the years of the Chicago Plan is largely tragic. Despite the vision, the philanthropy, and the daring technological means, it became "no longer possible to hide the fact that there were two cities, one consisting of the skyscraper core and the luxury apartments that stretched along the lakefront, and the other its exact opposite—the tangled rail wreckage, the deteriorating factories and warehouses, the slums and the spreading ghetto, the miles of gray areas . . ." (p. 167). It is a moving study, full of facts balanced by clear-sighted judgments.

Kansas City Star, Kansas City, Mo.

Donald Hoffmann

Centennial History of the University of Nebraska. Volume II, The Modern University, 1920-1969. By R. McLaran Sawyer. (Lincoln: Centennial Press, 1973. Pp. x, 292. Notes, illustrations, appendices, note on sources, index. \$7.50.)

With each major anniversary of an educational institution an official history usually appears. These institutional biographies vary considerably in quality and value as historical literature. Some are exceptional contributions as social and intellectual history; others take a more institutional approach, presenting the history of a single college or university as a reflection of the trends in American life. The majority of the anniversary volumes, however, fall into another category. They are usually little more than a compilation of summaries and are lacking in interpretation and analysis.

R. McLaran Sawyer's *Centennial History of the University of Nebraska* is an example of this last type of educational history. His volume, which traces the university from its status as a traditional midwestern land grant institution in 1920 to that of a large complex modern university in 1969, is an encyclopedia of factual information about administrators, academic organization, enrollments, appropriations, faculties, student life, and athletics. The author says that this is an interpretative history, but he offers little analysis of the influences that shaped the university or of the institution's role in serving the people and the state. He explains

that the history of the university is the story of people, but the volume is a catalog of names rather than of personalities.

Sawyer succumbed to the usual limitations of an anniversary volume. First, as the university's official historian, he tries to cover all events and developments without differentiating between the trivial and the significant. Certainly the invitation to the Rose Bowl in 1941 was a milestone in the Cornhuskers' athletic achievements, but Sawyer devotes far more space and detail to this event than to a discussion of the controversy between the Arts and Sciences and Teachers colleges concerning the nature and purposes of the university.

Secondly, in writing an anniversary volume the tendency is to deal with developments mainly in progressive terms. According to Sawyer the University of Nebraska survived the economic retrenchment of the thirties, adjusted successfully to the wartime demands of the forties, met the challenges of expansion in the fifties, and made steady and certain progress in the sixties. The author glosses over the conflicts, controversies, and crises which beset the institution. The university appears not to have been affected by the gloomy shadow cast over the world by McCarthyism. There were issues concerning academic freedom, but these receive little attention in Sawyer's book.

This is essentially a public relations type book which presents the university in the best possible light. It is a mine of factual information and might be useful as a reference work, but it is of limited value as a contribution to the history of education. Since neither Sawyer nor the publisher chose to identify the author of the first volume of the centennial history, which covered the period from 1869 to 1919, it should be mentioned here that it was Robert N. Manley.

California State University, Northridge Rena Vassar

The G.I. Bill, the Veterans, and the Colleges. By Keith W. Olson. (Lexington: The University Press of Kentucky, 1974. Pp. x, 139. Illustrations, bibliographical note, notes, index. \$9.25.)

This volume by Keith Olson of the University of Maryland fills a genuine need in the history of American higher education. The standard histories of higher education, such