

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.

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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

as Frederick Rudolph's *The American College and University* (1962), say very little about the impact of the G.I. Bill on the nation's institutions of higher learning. Davis R. B. Ross in *Preparing for Ulysses* (1969) tells of the legislative history of the law. Olson documents its impact on education.

The general thesis of his work is that the G.I. Bill was passed to help solve the anticipated postwar problems of unemployment and disgruntled veterans and to replenish the nation's depleted supply of college educated persons. Few of its supporters or critics correctly anticipated its results. Veterans—2,232,000 of them—flooded the campuses of the nation's colleges and universities in the postwar years, doubling enrollments and creating educational demands which all levels of government and education gladly scrambled to meet.

Using the University of Wisconsin as a case study, Olson illustrates how students' housing needs became critical, faculty and staff were expanded, and married students and families became an accepted part of the academic scene. Much to the amazement of college administrators veterans consistently received higher grades than their nonveteran counterparts.

The success of this legislation is demonstrated by Congress' willingness to pass two more G.I. Bills in 1952 and 1966. Further, the positive results were a support to those who argued for increased federal aid to higher education and an expansion of the opportunities for college experience to a broader spectrum of American society.

Olson's book is well researched and concisely written. His style fails to communicate the emotions and interest generated by the G.I.'s return to campus, but it does effectively present the facts. Of particular interest is his analysis of the adjustment of veterans to college life and his discussion of the social impact of the educational provisions of the G.I. Bill. So many veterans returned to college so fast that if any adjustments needed to be made, it was by the non-veteran recent high school graduate who for the years 1946 to 1950 was a minority on most university campuses. The veterans themselves were in familiar surroundings.

Many commentators on the G.I. Bill have argued that it provided educational opportunities to a large segment of American society which otherwise would have been denied

the privilege of a college education. Olson's research and analysis qualify this interpretation. Basing his conclusions on a study by Norman Frederiksen and William B. Schrader, *Adjustment to College* (1951), Olson concludes that no more than twenty per cent of the veterans who attended college under the G.I. Bill would not have done so without this aid. It was not a social revolution in education.

Perhaps outside the scope of Olson's study is Public Law 16 which provided educational benefits to disabled veterans of World War II. Although the numbers qualifying for aid under this program were only a fraction of those who attended college under the G.I. Bill, they rate at least some discussion. With this minor omission considered, Olson has produced a work which historians of higher education will need to consult. The volume documents the fact that the modern university began after World War II and that the G.I. Bill played a significant role in that development.

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The Subordinate Sex: A History of Attitudes toward Women.

By Vern L. Bullough, with the assistance of Bonnie Bullough. (Urbana: University of Illinois Press, 1973. Pp. viii, 375. Notes, guide to further reading, index. \$10.95.)

Historians interested in women's history look forward to every new publication in the field with great anticipation. Surely the need is great for illuminating, informative, and perceptive discussions of the role of women in history. Unfortunately, at least for this reader, *The Subordinate Sex* does not fulfill the hope. Professor Bullough has previously written a textbook survey of western civilization; he seems to have culled his notes for references to women and based this work upon that source. As he states in his preface, he has no particular theory to explain the depressing treatment given women throughout history. He simply relates, in turgid prose, a very selective run through history, an ambitious task by any standard.

Absent from his bibliography and footnotes is Elizabeth Gould Davis' *The First Sex*, which could have provided Bullough with interesting descriptions and hypotheses of the