

Book Reviews

Leaders of Higher Education

The Academic President—Educator or Caretaker? Harold W. Dodds. McGraw-Hill, New York, 1962. ix + 294 pp. \$5.95.

As a youthful faculty member, I questioned Prexy, Alan Valentine, then president of the University of Rochester, about why he so frequently quoted Harold W. Dodds of Princeton. Valentine replied that he regarded Dodds as an experienced, unusually thoughtful president who knew his job. When Dodds retired in 1957, after serving in that high office nearly a quarter century, he was generally so regarded by those in a position to know. There was, therefore, both satisfaction and anticipation when he was commissioned by the Carnegie Foundation to write a book on the college president.

The Academic President—Educator or Caretaker is, like its author, a solid success. It is essentially a "how to do it" book, but it is also a textbook with a welcome theme. It records not only the experience and wisdom of former President Dodds but also his observations based on a nationwide investigation of higher education, with particular reference to its presidential leadership.

In chapters 1, 2, 9, and 10 Dodds makes it clear that the purpose of higher education is to foster intellectual growth. The president is to spend 50 percent, not 10 to 20 percent, of his time spurring along that intellectual development. To the big implied question, "Can today's college or university president be both an effective administrator and an effective educational leader?"; Dodds does not simply answer, "Yes." He goes on to explain how it can be done. He would delegate non-educational duties but not have the president forget them. Moreover, he insists that leadership of an academic institution requires a high-level intel-

lectual and academic background more than it requires national prominence or great achievement in some nonrelated sphere. Aspects of the presidential job that may entice a president into becoming merely a high-level caretaker may not be as easily separated from the obvious aspects of educational leadership as Dodds suggests. But, the author does some helpful delineating of the role of educational leadership which he advocates. Leadership, he makes clear, is exercised in the special world of *academia* by conversing and questioning, by stimulating, inspiring, even prodding, by evaluating, planning, and goal setting, by innovating, and ultimately by decision-making. To be an *educator*, a president must be involved in curricular matters, student affairs, the selection and retention of teaching and nonteaching staffs. He must utilize every opportunity to move an institution toward common goals, without interfering in educational minutiae or disregarding the constitutional realm of the faculty. The academic president, one gathers, should be, at the same time, never satisfied but ever patient. Dodds realistically explains, "The President needs a nervous constitution that will enable him to live habitually at a focal point of conflicting pressures."

If the academic presidency is to regain a more uniform and consistent character so that the office does not "go the way of the buffalo," this book should be read widely. Dodds' wisdom is not directed to presidents alone, but to faculty members, trustees, alumni, and even state officials. Only if the trustees, for example, understand and accept the educational leadership role of the president and allow him to lead them, indeed *insist* that he lead them, will he have the confidence to exercise this leadership with respect to faculty, students, and alumni.

An academic president, who holds this broad leadership concept and who

has the support of his trustees, may still have difficulty. The current in some elements of college and university faculties—specialized though they have become, often to the neglect of their common educational responsibilities—seems to be running against Dodds' vital concept: revitalization of the presidency. With all the difficulties, with myriad administrative, financial, and promotional functions, and with excessive demands on time and energy, both external and internal, the admonitory theme—be an educator—is ever recurring. Dodds, always good-humored, gives assurance that "contrary to some well-publicized opinion, the office is rich in personal and intellectual satisfactions."

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Challenger of Man

The World of Ice. James L. Dyson. Knopf, New York, 1962. xxx + 292 pp. Plates. \$6.95.

James L. Dyson, professor and head of the department of geology and geography at Lafayette College, has set out, in this book, to write a popular account of "the world of ice," and he has succeeded brilliantly. Every aspect of ice—in, on, and under land and water—is covered, and by combining a simple style with an anecdotal approach, the author has dramatized and made readily understandable the strangeness and wonder of ice in its many forms.

In discussing the effects of ice on human life, the main theme of the book, Dyson details examples of local glacier advances, such as that of the Black Rapids Glacier (in Alaska) which moved forward as much as 200 feet a day in 1936 and 1937, and he also describes what would happen should another Ice Age come to North America.

The book begins with the falling of snowflakes and tells where and why snow stays and how it turns to ice. The processes of glacier formation and the form, mechanics, and influence of glaciers are then discussed. This leads to a description of the major continental glaciers and the polar ice packs. A short chapter deals with life on ice, and another with ground ice and permafrost. The book ends with a discussion of past ice ages and of changes in cli-