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Review of *Exploring the Heritage of American Higher Education: The Evolution of Philosophy and Policy* by E. Grady Bogue and Jeffrey Aper

W. Bede Mitchell

Georgia Southern University, wbmitch@georgiasouthern.edu

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terest within the institution. The authors describe the “bandwagon” phenomena: “small efforts by motivated individuals outside of the strategic planning process, with little or no support or funding.” They warn that the resulting small successes should not dictate the direction of an organization’s entire distance learning initiative. A successfully managed initiative will ensure open-minded and institution-wide consideration of all of the technologies available. This chapter also includes a brief theory-based discussion of several useful evaluation models. Chapter seven concludes the book with three fictional case studies.

Belanger and Jordan have done an admirable job of bringing together a multitude of issues inherent in the implementation of any distance learning project. Readers familiar with distance learning technology may find parts of the book repetitive, whereas those who are not may feel overwhelmed by the terminology and technical detail. Although the book is generally well written and logically organized, the delineation of numerous subheadings with capital and lowercase lettering, italics, and indentations can be confusing.

Evaluation and Implementation of Distance Learning will be of value to administrators and managers charged with implementing distance learning initiatives in either educational or corporate environments. In addition to useful ideas for course design and media selection, the book alerts readers to important questions to ask about an organization’s capacity for, and level of commitment to, distance learning. Instruction and outreach librarians can use the book to better understand the challenges faced by distance learning faculty and to better position themselves to both work collaboratively with faculty and develop and deliver their own instruction via distance learning technologies.—*Martha H. Kreszock, Appalachian State University.*

Bogue, E. Grady, and Jeffery Aper. *Exploring the Heritage of American Higher Education: The Evolution of Philosophy and Policy.* Phoenix: Oryx (American

Council on Education/Oryx Press Series on Higher Education), 2000. 258p. \$34.95, alk. paper (ISBN 1-57356-310-2). LC 99-049294.

As the title implies, Bogue and Aper attempt to offer a sense of perspective that is often missing in discussions of what is good and bad about American higher education. Their thesis is that higher education is a powerful factor in our democratic society and its complex moral, philosophical, and political heritage should be better understood because the ongoing debate over higher education’s purpose and performance is a natural and necessary consequence of that heritage. To explore this thesis, Bogue and Aper address ten questions: What is the scope of American higher education? What are the missions? How are colleges and universities governed? What is taught, and who decides? How is quality defined, developed, and demonstrated? Who finances, and who benefits? Who does—and who should—attend college, and how do students and colleges influence each other? What are the faculty’s roles and responsibilities? What is the relationship between intercollegiate athletics and academics? What are the leadership challenges confronting higher education at the end of the twentieth century?

This monograph could become the next textbook of choice for graduate students of higher education. In fact, the authors state this as one of their purposes. In addition, the authors hope that faculty, administrators, “international students and friends,” and civic and political leaders will find their understanding of the current scene enriched by reading this book. Bogue and Aper offer these audiences a panoramic look at contemporary higher education and provide an excellent summary of the most important trends, pressures, expectations, influences, values, and current practices. The authors weave a masterly tapestry of the philosophical, political, and moral conflicts that have driven the development of the different kinds of American colleges and universities.

Most of the central chapters read like a dissertation's literature review, and the authors strive to be as even-handed as possible in summarizing divergent points of view. Skimming the surface of large, complex topics is symptomatic of the authors' attempt to consider all of the many salient issues and challenges for higher education. Thus, throughout the book topics such as the potential of instructional technology are dealt with in about two and a half pages. Although this is to be expected in a work whose intended audiences are seeking a big-picture overview, it whets the appetite for more. Fortunately, the authors' approach makes it easy for readers to identify and pursue those works that focus more deeply on specific topics of interest.

A good example of the authors' approach is found in the chapter on faculty roles and responsibilities. They begin by describing the idyllic and ideal image of students finding in faculty members wise and caring mentors "who lifted their vision from the poverty of the commonplace" and "who launched them on a path of learning and service." Bogue and Aper then contrast the ideal with the less savory pictures portrayed in a spate of books such as *ProfScam* (1988) and *Imposters in the Temple* (1992). Having identified these opposite ends of the continuum, the authors embark on an examination of how faculty roles and qualifications have evolved, how and why the status of teaching has been affected by the rising emphasis on research, the ways in which academic freedom and tenure have been both effective protections from and targets of critics, and the nature of the impact of the faculty's increasing sexual, racial, and generational diversity. Throughout the discussion, Bogue and Aper carefully examine relevant research and interpretations, and conflicting opinions and values. They conclude this chapter, as they do all the others, by reflecting on the complexity of the issues and the hopeful signs that solutions or accommodations may still mitigate our most discouraging problems.

For the most part, the authors attempt to maintain impartiality by not offering many insights of their own beyond the concluding sections of each chapter. However, an especially interesting feature of the chapter on purpose and performance is the authors' expansion of the familiar "three-legged stool" description of higher education's roles: instruction, research, and service. The authors suggest that a better classification scheme is transmission (instructional mission), discovery (research mission), application (public service mission), conservation (library and museum mission), renewal (continuing education mission), and evaluation (public forum mission). Thus, Bogue and Aper make explicit some key contributions for which higher education is often not sufficiently credited. Their discussion of conservation is brief and familiar: Libraries and museums play a central, and often undervalued, role in most aspects of institutional life, and although in the digital era we may come to rely more on the resources available through our desktop computers, nothing can "replace the joy and wonder that comes from browsing the quiet and musty stacks of libraries."

Bogue and Aper are faculty members in the University of Tennessee's Department of Educational Leadership. Bogue also has served as chancellor of Louisiana State University in Shreveport and as associate director of the Tennessee Higher Education Commission. Thus, the authors bring both scholarly and hands-on perspectives to bear on their subjects. Their scholarship is evident in their thorough knowledge of the higher education professional literature as they trace American postsecondary education's history from its seventeenth-century mission to prepare ministers for the colonies up to its present diverse set of purposes. Their direct experience with higher university management allows them to enrich their analyses with real-life illustrations. The writing style is clear, straightforward, free of unnecessary jargon, and frequently engaging in its effort to evoke the more poetic aspects of life in higher education.

This work would be a useful addition for most academic libraries.—*W. Bede Mitchell, Georgia Southern University.*

Books, Bytes and Bridges: Libraries and Computer Centers in Academic Institutions.

Ed. Larry Hardesty. Chicago and London: ALA, 2000. 220p. \$48, alk. paper (ISBN: 0-8389-0771-7). LC 99-040064.

This long-awaited book is devoted wholly to reforming the relationship between library services and computing services in academic institutions. It is a collection of twenty papers, of which nine are theoretical or historical analyses of the relationship and eleven are case studies. About one-third of the contributors come predominantly from computing center work, and the rest have experiences primarily in library services. This collection covers the topic much more comprehensively than Arnold Hirshon's *Integrating Computing and Library Services* (CAUSE Professional Paper Series 18, 1998).

The first eight chapters are theoretical or historical approaches to the relationship between computing and libraries. After a brief introduction by Larry Hardesty, college librarian of Austin College, Peggy Seiden and Michael Kathman, in their historical review, suggest that the 1980s and 1990s mark two distinctive developmental stages. They examine the forces driving computing technology, higher education, and libraries that pushed the mergers during these two stages. This opening chapter presents a broad picture of why mergers and reorganization have developed in academic institutions.

Terrence Mech focuses on the position of the chief information officer (CIO): "The need for fiscal control over expensive technology and a plan for its implementation often drove the decision to establish a CIO position." His discussion of the still evolving—and often very ambiguous—status of the CIO is informative and thoughtful.

Edward Garten and Delmus Williams describe the clashing of "cultures" between libraries and computer centers in great detail, looking at everything from organizational histories to salary differ-

ences. Full integration of the two organizations may not be the best solution. One of the main arguments for merging computing services and library services is to get rid of redundancy. Yet, to these authors, some redundancy of computing resources in an institution is beneficial, even indispensable. They prefer a relationship of cohabitation and collaboration, rather than one of marriage and merger.

The section on theoretical and historical approaches also includes: Robert Freeman, Scott Mandernack, and John Tucker's impressive literature review (from 1979 to 1998); Raymond Neff's list of reasons to merge computing and libraries and his list of reasons not to merge; Delmus Williams and Onadell Bly's development of criteria for measuring the success of the merger or coordination between computing and libraries; Paul Setze and Kimberly Jordan's examination of the often stormy relationship between small college libraries and computer centers; and Larry Hardesty's discussion of the interviews with computing administrators and librarians that he conducted at fifty-one colleges.

The majority of the eleven chapters describing case studies report positive experiences and successful outcomes in reforming the relationship between computing and library services. Based on the successful integration of computing and libraries at the University of South Carolina, John Olsgaard and George Terry have produced a list of necessary conditions for successful mergers. The top three conditions on the list are top-down support (strong support from the institution's top administration), bottom-up support (staff participation within computer centers and libraries), and side-to-side support (merging common functions to gain a shared identity and fiscal savings).

Edward Meachen's paper is based on surveys he conducted within the University of Wisconsin System. He reports on interviews with three different groups of major players—the CIOs, the chief academic officers to whom they usually report, and frontline library and comput-