As a result of interest expressed in an earlier survey, a questionnaire was sent to more than 600 professors that asked each professor to identify his or her area of specialization within the field of higher education and provided space for the respondent to list up to 10 books considered basic reading for a student specializing in that area. Fourteen categories were designated by five or more respondents as those that encompassed their major areas of interest in the field of higher education. These categories are: (1) History of Higher Education; (2) Comparative Education; (3) Higher Education; Sociology and Change; (4) Governance; (5) Administration and Organization; (6) Finance; (7) Curriculum and Instruction; (8) College Teaching; (9) Research, Planning, Assessment and Evaluation; (10) The Community College; (11) Student Personnel Work and Counseling; (12) The College Student and Student Development; (13) Adult and Continuing Education; and (14) Teacher Education. A rank-order listing of the most frequently recommended books is presented under each of the headings.

(Author/HS)
WHO'S READING WHAT IN HIGHER EDUCATION
by Robert L. Bender and Paul S. Riegel

As a result of interest expressed in an earlier survey undertaken by the authors (see "Basic Reading in Higher Education," Educational Record, Winter, 1972), in November 1971 a questionnaire was sent to more than 600 professors whose names appeared on the then-current American Association of Higher Education "List of Faculty, Members Teaching Courses in Higher Education." This questionnaire asked each professor to identify his or her area of specialization within the field of higher education and provided space for the respondent to list up to 10 books considered "basic reading" for a student specializing in that area. In addition, the questionnaire asked where and in what field of study each respondent had earned his highest degree.

The following 14 categories were designated by five or more respondents as those which encompassed their major areas of interest in the field of Higher Education. For each area of specialization the number of respondents identified with that category is shown in parentheses. A rank-order listing of the most frequently recommended books is presented; due to the limitations of space, this listing is not complete and exhaustive for any of the categories.

HISTORY OF HIGHER EDUCATION (22)

Twenty-two professors who identified their area of specialization as History of Higher Education listed a total of 96 different book titles. Of these 96 titles, 85 appeared as single listings. Hofstadter and Metzger's book was the most frequently selected one in this category (86 percent).


Research Currents is prepared by the ERIC Clearinghouse on Higher Education, The George Washington University, 515 New Jersey Avenue, N.W., Washington, D.C., pursuant to a contract with the Office of Education, U.S. Department of Health, Education and Welfare. Points of view or opinions do not necessarily represent official Office of Education policy. Publication of the series is made possible by a grant from W.K. Kellogg Foundation. Copies of Research Currents may be ordered from the Publications Department, American Association for Higher Education, One: Dupont Circle, Suite 780, Washington, D.C. 20036, at the following rates: 1 to 10 copies 15c each; over 10 copies 10c each. Payment must accompany all orders. Price $15.00.
Eight professors who reported Governance as their area of specialization recommended a total of 56 books. Single responses were recorded for 46 of these books. Corson’s Governance of Colleges and Universities was chosen by 75 percent of the respondents and represents the most frequently selected book. The balance of the list appearing below consists of the 3 books tied for second place and the 6 books tied for fifth place.

**GOVERNANCE (8)**


**ADMINISTRATION AND ORGANIZATION (29)**

One hundred seventy-nine different book titles were recommended in the Administration and Organization area of specialization by 29 professors. While this number of titles seems large, it is interesting to note that single responses were tallied for 127 of these titles. The clarity of focus of this specialization may be questioned when one considers that the most frequently selected book in this category was chosen by less than 30 percent of the respondents.


**FINANCE (7)**

In the Finance area of specialization, seven respondents listed 36 different books. Only the most frequently selected book was chosen by more than half of these respondents. In addition to the books listed below, 27 books were recommended only once.


**CURRICULUM AND INSTRUCTION (16)**

Ninety-one book titles were listed by the 16 persons who indicated Curriculum and Instruction as their area of specialization. Of these 91 listings, single tallies were recorded for 82 books. Conversely, Dressel’s College and University Curriculum was recommended by 56 percent of the respondents.


THE COMMUNITY COLLEGE (43)

The Community College as an area of specialization was reported more frequently than any other category. Forty-three respondents listed a total of 113 book titles as "basic reading." Of these 113 books, 53 were single selections.

Blocker, Plummer and Richardson's book was recommended by 77 percent of the respondents.


STUDENT PERSONNEL WORK AND COUNSELING (30)

Thirty respondents recommended 151 titles for the area of specialization, which includes Student Personnel Work and Counseling. One-hundred of the 151 titles appeared only once on the list of recommended books. The most frequently selected book was recommended by nearly 57 percent of the respondents.


Nine persons reported areas of specialization that fell within our category of Research, Planning, Assessment, Evaluation. Thirty-eight of the 49 titles recommended were recorded as receiving only one tally each. The remaining 11 books are listed below in rank order. The book by Dressel and Associates was selected by two-thirds of the respondents in this area.


RESEARCH, PLANNING, ASSESSMENT, EVALUATION (9)

Nine persons reported areas of specialization that fell within our category of Research, Planning, Assessment, Evaluation. Thirty-eight of the 49 titles recommended were recorded as receiving only one tally each. The remaining 11 books are listed below in rank order. The book by Dressel and Associates was selected by two-thirds of the respondents in this area.


College Teaching (11)

The category of College Teaching represents a consolidation of such stated areas of specialization as "College and University Teaching," "Teaching in Higher Education," "Instruction at the College Level," "Teaching Methodology," and "The Psychology of College Teaching." Eleven respondents recommended a total of 59 different books as "basic reading." Nearly 64 percent of these respondents included McKeachie's Teaching Tips on their list. The 12 books by two or more of the respondents are listed below.


THE COLLEGE STUDENT AND STUDENT DEVELOPMENT

Eighty-seven separate titles were listed by the 16 respondents whose stated area of specialization seemed to fit the category of The College-Student and Student Development. Sanford's The American College, chosen by 75 percent of the respondents, was followed closely by Feldman and Newcomb's The Impact of College on Students recommended by nearly 69 percent of the respondents. Sixty-one of the books which appear on our complete list were selected only once by our respondents.

Tie:
Tie:

ADULT AND CONTINUING EDUCATION

A total of 34 books were recommended as "basic reading." Twenty-seven of these books were each selected only once. Of the 7 books listed below, the book by Jensen et al. was chosen by three of five respondents, while the group listed as "tied" received the recommendations of two of the five respondents.

Tie:
Tie:

TEACHER EDUCATION

Six respondents indicated Teacher Education to be their area of specialization. These people recommended 48 different book titles as "basic reading"; forty-one appeared as single selections. The 7 books listed below comprise those titles most frequently recommended for this area of specialization.

Tie:
Tie:

Seven additional areas of specialization were reported by our respondents. The temptation to further consolidate these stated areas of specialization into more general categories was resisted; the numbers of respondents reporting these specializations were small, and while each area represented by several respondents seemed to have some focus of its own, there was minimal agreement among these respondents in the books they recommended.

We found it difficult to summarize our impressions of the diverse configurations of recommended books and areas of specialization. One of our most immediate impressions was the clarity with which the Community College emerged as an area of specialization with a fairly well-defined literature of its own. We were also interested to note the three other areas of specialization, which appeared when we separated out only those areas reported by 20 or more respondents: History of Higher Education, Administration and Organization, and Student Personnel Work and Counseling. The fact that books overlap areas of specialization was not anticipated, nor were the titles that appear as examples of overlap: Sanford's The American College, Jenkins and Riesman's The Academic Revolution, Brubacher and Rudy's Higher Education in Transition, Chickering's Education and Identity, Feldman and Newcomb's The Impact of College on Students, and Kerr's The Uses of the University.

The question that had dogged us as we tabulated our data remained with us when we concluded our study. Most of that which is reported is ordered according to categories we ourselves constructed from our interpretation of the respondents' "area of specialization" statements. These categories are more numerous than initially expected, and we retain the uneasy feeling that some distinctions may be rather inadequately drawn. While we believe that we have been true to the intentions of our respondents, we continue to wonder how the patterns discerned might have differed if a priori categories of specialization had been used in our questionnaire. Perhaps that concern can be dealt with in another study of the field at some point in the future.

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