

Editorial Introduction

Balancing Tradition and Rising Demands in Higher Education

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We are pleased to present the third issue of the *Studying the History of Higher Education Journal* (*SHHE Journal*), published by The University of Toledo's Higher Education Program under the auspices of the Russel Center for the Study of Higher Education. The *SHHE Journal* offers students and emerging scholars of the history of higher education a venue to publish their historical research and to promote dialogue in the academic community. Through mentorship, peer collaboration, and a commitment to academic excellence, our editorial team aims to foster a supportive environment where students and other rising historians can refine their research skills, disseminate their findings, and make meaningful contributions to the field of higher education history.

Although the historical essays in this third issue of *SHHE Journal* cover a range of topics and time periods, they all examine the ways in which American higher education has sought to balance traditional assumptions with emerging demands for access, relevance, professional preparation, and social purpose. The four essay topics in this issue—namely, audio cassette-based distance learning at Canisius College, the delayed establishment of the Yale School of Management, the long struggle to integrate experiential learning in American legal education, and John D. Rockefeller's shifting educational philanthropy—illustrate the ways in which colleges and universities have grappled with technological innovation, workforce expectations, philanthropic influence, and changing ideas about public service. Each essay demonstrates that institutional change is rarely a matter of simply adopting a new program or taking a new direction; rather, each change involves balancing traditional values with

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pressing new demands related to academic integrity and legitimacy, institutional prestige, professional identity, and the proper mission of higher education. Together, these essays offer a historical perspective on contemporary debates about online education, professional and business education, hands-on learning, and the role of private wealth in shaping higher education.

The first historical essay in this issue, Baah and Creps' "Technological Innovation for Mission and Status: Access, Exclusivity, and the Evolution of Cassette Programs at Canisius College," examines the development of audio cassette-based distance learning at Canisius College in Buffalo, New York, between 1973 and 1994, highlighting an early effort to expand access to higher education through audio and video technologies. Grounded in the college's Jesuit mission to serve underserved populations, Canisius's novel distance program culminated in a proposal for an accredited degree program. However, the program encountered resistance from some Canisius students who feared that such a program would devalue their degrees and diminish the status associated with attending a private college. In their historical essay, Baah and Creps illustrate the recurring tension in higher education between democratizing access through technological innovation and preserving institutional exclusivity and prestige.

Matthew Neissen's "SOM: Scholars or Managers? A History of Business Education at Yale," the second essay in the issue, traces the 15-year-long effort to establish the Yale School of Management (SOM), which opened in 1976. The essay addresses the broader debate over the place of professional business education within an elite liberal arts university and argues that Yale's prolonged reluctance to create a business school reflects deep concerns about preserving the institution's academic identity and educational mission. In this essay, Neissen provides a historical perspective on the ongoing tension between business schools and the universities that house them; namely, whether an institution devoted to the liberal arts can successfully educate students in professional management without straying from its founding ideals and mission.

Next, Ashli Tomisich's essay, "A Floor, Not a Ceiling: The ABA's 2016 Experiential Learning Standard and the Unfinished Reform of American Legal Education," points to an enduring disconnect between the training provided by traditional legal education and the professional competencies necessary for

effective legal practice. Tomisich argues that the traditional model of legal training, which emphasizes doctrinal analysis, neglects the practical experience and reflection needed for professional competence. The essay traces legal education's reform efforts over the last several decades, culminating in the American Bar Association's (ABA) 2016 requirement that students complete at least six credit hours of experiential learning, and shows that legal education has long recognized deficiencies in practical training but has been slow to address them meaningfully.

Finally, Dennis Read's "Chasing Mr. Rockefeller's Dollars: Denison University, the University of Chicago, and Educational Philanthropy," examines the significant shift in John D. Rockefeller's educational philanthropy from primarily Baptist and religious motivations toward a more secular approach centered on research, efficiency, and social progress. Using Rockefeller's relationships with Denison University and the University of Chicago as case studies, Read shows how the philanthropist shifted his support from a denominational liberal arts college to a large research university. The shift in Rockefeller's philosophy of giving marked a major turning point in the evolution of higher education, as large-scale philanthropy emerged to support modern research universities.

Taken together, the engaging historical essays in this third journal issue offer thoughtful analyses of significant developments in higher education and provide interesting historical perspectives on questions that continue to shape the field. We trust that readers will find these essays both informative and thought-provoking.

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