

by three carefully worked indices. It is a most impressive list which carries all the earmarks of completeness. Undoubtedly minor additions will be brought to the attention of the compilers from time to time but I do not believe they have overlooked any contribution of importance. Just for the sake of completeness I would like to suggest the inclusion of two titles.

(Duduit de Maizières) *Les Muses Françaises. Première Partie, contenant un tableau universel par alphabet & numéro de Théâtres de France, avec les noms de leurs auteurs & de toutes les pièces anonymes de ces Théâtres, depuis les Mistères jusqu'en l'année 1764.* Paris, Duchene, 1764. pp. 241 (Cornell University) (A mere listing of anonymous pieces).

Grienwaldt, Franciscus Josephus. *Album Bavariae Iatricae seu catalogus celebriorum aliquot medicorum, qui suis in Bavaria scriptis medicinam exornarunt . . .* Munich, Riedlin. 1733. 148 p. (Army Medical Library, Cleveland) (Gives after the latinized name the German name in parenthesis, no index, rather unsatisfactory).

Taylor and Mosher did not intend to exhaust the fascinating subject of fictitious names in literature. Further studies in this field may well concentrate on the following aspects.

1) Classic literature, following Clift's research (Evelyn Clift, *Latin pseudepigraphia, a Study in Literary Attributions.* Baltimore, 1945)

2) Livres à clef, utilizing Schneider's prominent investigations which were published just a couple of months ago (Georg Schneider, *Die Schlüsselliteratur.* Band I. Stuttgart, 1951)

3) The development of the hereditary family name. The conception "pseudonym" presupposes that the person had another *real* name. But as long as the family name was preceded by the word "dictus" and was legally defined as "the passive acceptance of a neighbor's invention" one cannot call it a pseudonym in the modern sense of the word. As late as 1628 the English jurist Edward Coke ruled, that a man can have "divers surnames." The first restriction of the personal right to change one's name was imposed by Louis XI of France in 1474. This regulation applied to nobility only and had to be repeated fre-

quently in the following centuries. From the last years of the seventeenth century on (Bavaria 1677) most European countries accepted the family name as hereditary right and obligation which could be changed only by "administrative grace" and after showing valid reasons. The last country to accept the legal connotation of the family name was Turkey (1935). Both in England and in America the change of name is comparatively easy.

Taylor and Mosher have mentioned several instances of the interesting development of the "name" but they have failed to summarize it and to integrate it into their topic. A comprehension of the bibliographical connotation of the "name" is imperative for an understanding of the development of the title page and of the author entry in general.

These few critical comments are in no way intended to depreciate this excellent book. *The Bibliographical History of Anonyma and Pseudonyma* is a must for every scholarly librarian.—Felix Reichmann, Cornell University Library.

## Library in College Instruction

*The Library in College Instruction. . . .* By Louis Round Wilson, Mildred Hawksworth Lowell, and Sarah Rebecca Reed. New York, The H. W. Wilson Company, 1951. 347 p. \$3.75.

*The Library in College Instruction* by Louis Round Wilson, Mildred Hawksworth Lowell, and Sarah Rebecca Reed recognizes the central role of the instructor in the effective utilization of the college library. Subtitled "A Syllabus on the Improvement of College Instruction through Library Use" this volume "is intended for the prospective college teacher or teacher in service and is designed to assist him in utilizing more effectively library materials and services that are essential in present-day teaching at the undergraduate level." (p. 4)

The authors stress the fact that this syllabus is in no sense a course in library administration for teachers—nor is it a manual for the preparation of college or university librarians. The volume is particularly planned for use in graduate schools either as a separate course or as part of a course in which students are preparing for teaching. It can

also be used advantageously in individual colleges "in a variety of ways: (1) a faculty meeting or meetings, (2) a seminar for new faculty members, (3) a meeting of the instructors in the different divisions or departments, (4) lectures by a visiting librarian or a library school instructor, and (5) individual study." (p. 16)

In preparing this volume the authors have not only drawn upon their own rich experience in library work and in teaching, but have conducted two surveys to gather materials for this publication: 1) a questionnaire asking for suggestions sent to more than two hundred college librarians and other faculty members and 2) an inquiry to the librarians of a number of colleges which have experimented with various plans for integrating the library and the instructional program.

This syllabus is divided into the following five units:

Unit I—General Bibliographical Sources Useful to the College Instructor (42 pages)

Unit II—Teaching Materials for General Education at the College Level (165 pages)

Unit III—The Selection of Materials for College Instruction (27 pages)

Unit IV—Reading Guidance: A Function of the Entire Faculty (28 pages)

Unit V—The College Library as a Teaching Instrument (27 pages)

The authors recognize that reading about and discussing problems of library use must be supplemented by experience: "In whatever way this outline is used, it should be accompanied by observation in good junior college, college, and university libraries, and if possible by actual experience at the circulation and reference desks of these libraries. Such practical experience would make the college teacher aware of the problems which the students face in the use of library materials and would acquaint him with the problems which librarians and instructors must solve if the educational aims of the college are to be realized satisfactorily." (p. 16) In the judgment of this reviewer the suggestion that college instructors have actual experience at the circulation and reference desks of college libraries is one of the important proposals in this syllabus. What a contribution would be made to the improvement of college teaching if every professor (obviously impossible, but

nevertheless fine to dream about) could occasionally view students from the vantage point of a library desk!

Perhaps the most notable surprise in store for readers of this volume whose introduction to it comes only through its title is the extensive consideration given to the selection of library materials (the 234 pages comprising Units I-III) as contrasted with the comparatively little consideration given to the use of such materials in teaching (the 55 pages comprising Units IV and V). Undoubtedly college instructors need to know sources of instructional materials and how to select them. Likewise, the bibliographies of materials for use in general education helps meet a gap in both library literature and in the literature of college teaching. Nevertheless this reviewer would have welcomed a more extensive treatment of the college library as a teaching instrument (Unit V) even at the expense of shortening the lists of materials for general education (Unit II).

Notable omissions in the list of materials included in the syllabus are recordings, motion pictures, and other audio-visual materials. The concept of the library as a resource center of all types of instructional materials (certainly at the level of general education) might have been strengthened by including, along with lists of books, suggestive lists of some of the films and recordings which are increasingly being used in college teaching.

By the selection of materials which they include, the authors indicate a viewpoint regarding general education—a viewpoint undoubtedly influenced by the University of Chicago faculty members with whom they consulted in selecting materials to list:

1. Many readers will applaud the inclusion of thirty titles on *History of the East*—a field which Howard Mumford Jones and others point out is too often neglected in programs of general education.
2. Some will criticize the fact that in the section on education are included two titles by Hutchins but that no reference is included to any of the volumes on general education written at the General College at the University of Minnesota.
3. Others will question the wisdom of listing for "purposes of general education" twenty-four titles on *crime* and only

eleven on *marriage and the family*; and thirty-seven on *astronomy* and only thirty-five on *psychology*.

The unit on reading guidance includes background material on the importance of reading in college instruction, reports of selected studies in the field, and specific suggestions regarding what librarians and other faculty members can do to stimulate and guide student reading.

The final section of the syllabus, *The College Library as a Teaching Instrument*, is divided into six parts, each of which includes a variety of suggested specific practices:

The Library as an Extension of the Instructional Activities of the Classroom  
A Laboratory in which the Student Develops the Ability to use Tools of Learning  
A Source of Information on Non-Academic Subjects

A Reservoir of Knowledge

An Aid in Helping Students Become Good Citizens in a Democracy

Examples of Library-Faculty Relationships

To the best of this reviewer's knowledge, this volume represents a pioneer effort at publishing an actual course syllabus designed to highlight library-instructional relationships for college faculty members. The authors are to be commended, both for the validity of their concept and for the value of the materials they have assembled.—*B. Lamar Johnson, Stephens College.*

## Government Publications

*Library Records for Government Publications* [by] Anne Ethelyn Markley. Berkeley and Los Angeles, University of California Press, 1951. vii, 66p., forms. \$1.25. Lithoprint.

So few contributions of significance have been made to the literature of the administration of government documents collections that any addition to it is sure to be received with attentive interest by a wide audience of documents librarians and library administrators. They will find Miss Markley's work well worth consideration.

According to the preface, it is "a revised and expanded version of a paper presented at the Institute on Government Publications held at Berkeley, California, October 26-28,

1950, under the sponsorship of the State Documents Committee of the California Library Association, the University of California School of Librarianship, and University of California Extension."

It discusses systems of classification and records for collections of government publications in non-depository, selected depository, and complete depository libraries, recognizing that the essential requirements in these matters vary according to the nature and size of the collection.

The non-depository collection is disposed of briefly and sensibly with the assumption that the same arrangement and records as are used for the general collection of the library will be most efficient.

For the depository libraries, the continuing controversy over segregating the documents collection as opposed to incorporating it into the general collection is briefly recognized, with reference to fuller treatment elsewhere. Segregation is recommended, on the ground that the printed lists and indexes available are best utilized under this arrangement. In the light of experience, this reviewer considers that Miss Markley is on the side of the angels.

Problems of classification are next considered in more detail. At the outset, a basic arrangement by issuing office is assumed, without debate. It is the order of arrangement of the offices themselves that Miss Markley considers the chief problem, and her recommendation here is one of the most controversial points in the study. Instead of arrangement by major department, subdivided by subordinate agency, on the principles of the Superintendent of Documents classification system for federal government publications, she advocates direct arrangement of agencies without regard to their place in the government hierarchy, in an alphabetical subject arrangement to be brought about by selecting a key word in the title of the agency that will indicate its subject specialization and if possible place it in juxtaposition to other kindred agencies. The example cited is the Navy's Bureau of Ordnance, the publications of which will file next to those of the Army's Ordnance Department. This is all very well, but let us consider another example. In the Department of Agriculture, there have been, at various times, the Agricul-