

in the fourth edition. Items are arranged alphabetically under approximately 350 subject headings; the proportion of subject headings to schemes indicates the compilers' attention to accurate, specific delineation of subject areas. There is a cross-referenced subject index, as well as two appendices. The first appendix lists book numbers; the second gives classification expansions and revisions of Dewey decimal, Library of Congress, universal decimal, and punched card systems. The *Guide* is cumulative, retaining the citations of earlier lists in company with their new editions and revisions.

The increased cost of this fifth edition is at least partly justified by the much improved format, typography, and general quality of the publication. Better page layout and much more legible characters make the publication easier to use.

Some users of the earlier edition have mentioned their appreciation of the symbols which serve to identify some items more fully, or, in other cases, to give their location. That certain lists are terminologies, subject subdivisions, or uniterms seems self-evident to the reviewer scanning these keyed citations. The United States Air Force's *Glossary of Terms Used in Air Force Comptroller Activities* is readily identified as a terminology, while publications bearing titles like *Cumulative Subject Heading List* or *List of Subject Headings* declare themselves without ambiguity. (The symbols are, of course, justified in the relatively few cases where titles are misleading or inaccurate.)

The choice of subject headings within the *Guide* is entirely acceptable once the reader recognizes that the compilers have selected them on a firmly pragmatic basis—that is, on the basis of the subject covered by the particular classification scheme or subject heading list in hand—rather than, as with a pre-structured list of subject headings, in accord with the terms and relationships of a designated field of knowledge. The see-also references in the body of the *Guide* and the cross-references in its index provide generously for the inevitable differences in choice of word or word-order, although the simple directness of subject headings selected preclude much misunderstanding.

Some specialists may question the fact that a search for Health (see also Industrial Hygiene, Mental Hygiene) leads only at

length to Medicine, rather than immediately—and delay *may* result in the postponement of health. Such indirections, however, are no formidable problem while the *Guide* is still of manageable length. (Less of a quibble, perhaps, is the complaint that the see-also references under Medicine do not include Space Medicine.)

The materials listed in the *Guide* may be borrowed on a four-week loan for original material, or by photocopy or microfilm for permanent retention.—*Ann R. Lindsay, National Library of Medicine.*

Adult Education

University Adult Education: A Guide to Policy. By Renee Petersen and William Petersen. New York: Harper & Brothers, 1960. 288 pp. \$5.50.

This is an interesting, provocative, and disturbing book which should be read and pondered not only by university librarians but also by the librarians of public libraries, large and small. It provides a clear, critical, and detached analysis of a field of education which is directly related to libraries.

The authors are concerned with university adult education, which appears to be but a small part of the total adult education field, but they begin by looking at the significance of adult education today and the general principles and problems involved. The first two chapters will be of particular interest to librarians.

The function of university adult education, in the opinion of the Petersens, is "education (and legitimately, though usually to a small degree, research); it is not making money or public relations or social service or therapy or recreation." And they make it clear that they mean *college-level* education. "University adult education constitutes no more than about four per cent of adult education as a whole. It is one sector of a vast, amorphous institution, in which universities, junior colleges, public schools, government bureaus, community agencies, and private organizations engage in recreational, vocational, remedial, cultural, and educational activities of every type, at every level, for every purpose. Within this all but infinite

range, university adult education can play a meaningful role only by rigorously defining its distinctive place, by setting a limit to the tasks that it will undertake and an order of priority among them." (page 129).

University administrators, working with the National University Extension Association, face some difficult decisions as adult educational needs continue to multiply. If the decision is to concentrate university adult education programs at the "college level" (and financial support may dictate this decision in view of the special function of universities in the field of higher education) then the public library, as "the people's university," undoubtedly will be expected to assume, with other agencies, major responsibility for adult education. The role of the universities, other than university adult education as defined by the Petersens, may well be limited to assisting and nurturing other agencies through leadership training, preparation and dissemination of educational materials, applied research, and consultation.

"For a richer, fuller life, wake up and read" is a fine slogan for a National Library Week. The Petersens' book is the kind of reading that should "wake up" librarians to the kinds of problems and decisions they may be facing soon in the field of adult education.—*Eugene H. Wilson, University of Colorado.*

Fifty Years Old

Search and Research; the Collections and Uses of the New York Public Library at Fifth Avenue and 42nd Street. By William K. Zinaser. New York: The New York Public Library, 1961. 46p. \$1.00 paper, \$3.00 bound.

Written and published to mark the fiftieth anniversary of the New York Public Library, this handsome little book is addressed to a wide lay audience, and exemplifies the best sort of public-relations pamphleteering. Necessarily superficial, because it covers a vast subject in small compass, with reliance on anecdote and vignette to suggest complexity rather than on exhaustive description which might be more accurate if more dull, it nevertheless contains little tidbits of information interesting to even the most blasé librarian already convinced that here is one of the very greatest libraries of the world. If a fault must be found, it may lie in the fact that nowhere in this work, or in other anniversary literature this reviewer has seen, has it seemed pertinent to mention the name and identify the contribution of John Shaw Billings, the library's great founder.—*Frank B. Rogers, National Library of Medicine.*

African, Chinese Sources

A new bibliographical guide listing more than two thousand titles of periodical publications concerned with Africa has just been published by the Library of Congress. Entitled *Serials for African Studies* (1961, 163 p.), it was compiled by Helen F. Conover of the Library's Africana Section.

The serial titles listed in the new guide represent institutional serials—such as journals, annual reports, and memoirs—as well as independent magazines published in Africa and abroad. The list is based on the library's earlier *Research and Information on Africa, Continuing Sources* (1954), but—unlike it—includes a variety of ephemeral publications in Western and African languages, processed newsletters and bulletins of current information, and missionary journals and magazines, which, although not devoted exclusively to African affairs, carry articles on Africa frequently enough to be of value for research.

The entries include information on holdings in the Library of Congress or other American libraries, addresses of publishers not readily available, and, in some cases, notes describing content.

The publication is for sale by the Government Printing Office at \$1.00 a copy.