

# Book Reviews

**Library Practice for Colleges of Education.** Ed. by Norman Furlong. London: The Library Association, 1966. 240p. illus. 56s.

The recent phenomenal expansion of teachers' training colleges in Great Britain combined with the recognition of the more central position of libraries in the educational process has created staff shortages. The difficulties were accentuated in 1957 with the decision to expand the two-year teachers' training course to three years; the transition was completed in 1960. In the coming period it is planned to expand further the college program to a four-year course leading to a BEd. The present three-year training college curriculum combines the study and practice of education with a study in depth of one of the substantive subjects studied in school. To meet classroom needs the libraries have to be rather comprehensive and also provide for special collections of children's books, including textbooks. They do not include research collections in education. In 1959 there were only thirty-four chartered librarians in the one hundred thirty-one colleges. Two-thirds of the libraries were run by part-time librarians; the demands upon their services left little energy for necessary administrative work. The library inadequacies are remarkably reminiscent of the substandard situation described by Helen R. Wheeler in *The Community College Library*. (Hamden, Conn.: The Shoe String Press, Inc., 1965.) To help solve the problem the Committee of the Training Colleges and Institutes of Education Sub-Section of the University and Research Section of the Library Association decided in January 1961 to produce an administrative manual for the librarian lacking professional training and for the less experienced librarian. Norman Furlong, former librarian of the city of Coventry College of Education, served as editor for the various contributors who were invited to submit chapters dealing with planning and furnishing, finance and staffing, book selection and stock, organization and routine, work with students, audio-visual aids, photocopying, and library cooper-

ation. The separate chapters were first published in the *Education Libraries Bulletin*. Critical comments were solicited and considered before book form publication in 1966. In a general sense the editors accomplished their purpose.

The extended period of editorial preparation has left a residue of awkwardness, such as that in the section on library cooperation written in 1964, predicting some changes in 1965. These could well have been clarified by the final publication date. There is also a certain amount of inevitable overlap in content when different authors touch upon the same subject. But this was anticipated by the editorial committee and resulted in the desired representation of various points of view. An example of this may be found in the rather up-to-date "Audio-Visual Aids" chapter of D. J. Haywood, the librarian of Shoreditch College, who believes that the library and the audio-visual center should be developed in close relationship with each other. W. H. Shercliff, the tutor-librarian of the Didsbury College of Education, who agrees that this would be ideal, also observes that "Whether soundproof rooms for the use of staff and students should be provided adjacent to the library is perhaps a matter of debate" (p. 131).

There is a genuine division, however, on the issue of who shall administer the training college library, the trained librarian or a person drawn from the academic staff. The Ministry of Education recognizes the existence of two points of view but apparently prefers the lecturer. The Ministry recognized the professional librarian's viewpoint in conceding that in larger colleges of over 800 students there may be room for two senior posts in the library, one occupied by a member of the lecturing staff to ". . . coordinate the work of the whole teaching staff in relation to the use of the library as an instrument of teaching . . ." (p. 29), the other filled by the professional librarian. The concession is neatly balanced by the Ministry's willingness to assign college lecturers to the London University or Sheffield University one-year Diploma Courses leading to associateship of the Li-

brary Association. The final decision of selection is left to the training college.

The entire study communicates a general quality of conservatism and limitation of viewpoint that is surely not characteristic of British librarianship. It is certainly in contrast with the contemporary library philosophy explicit in R. L. Collison's *Progress in Library Science, 1965* (Washington, D.C.: Butterworth Inc., 1965). The only equivalent to the Furlong work on this side of the ocean is G. R. Lyle's *The Administration of The College Library* (3d ed., New York: The H. W. Wilson Company, 1961). The training college staff will find much that is useful in Lyle, particularly his chapter on the "Interpretation of College Library Service," and in his references to paperback books. Serious students of the college library should add *Library Practice for Colleges of Education* to their personal reading lists.—*Sidney Forman, Teachers College, Columbia University.*

***Bibliotheca Medica: Physician for Tomorrow; Dedication of the Countway Library of Medicine, May 26 & 27, 1965.***

Ed. by David McCord. Boston: published for the Harvard Medical School, 1966. 248 p.

On the evidence of this book, the dedication of the Countway library of medicine in May 1965 was an enormously happy, wonderful, and rewarding occasion. Here we have the addresses on medical history and library technology, along with the dedicatory incantations, which graced the exercises inaugurating the fine new library structure housing the combined collections of the Harvard medical library and the Boston medical library.

This is, almost inevitably, a miscellany. What holds the whole thing together, beautifully, is the underlying humane wisdom of all the participants, their wit, their urbanity, their learning worn so lightly. This is further cemented, in the book, by the exemplary editorial efforts of David McCord, who furnishes continuity and gives the reader the sense of having heard the words spoken. Finally, the physical book here for once matches the feeling of its contents; the Anthoensen press has given us a fine piece of craftsmanship.

Oswei Temkin, Dickinson W. Richards, George Corner, and Lloyd Stevenson discuss aspects of medical history; Herbert Menzell, Ralph Esterquest, Martin Cummings, Mortimer Taube, and Raynard Swank discuss aspects of library technology. Menzell sets forth some tentative conclusions and some speculations which may be drawn from the user studies he has long been engaged in. Esterquest describes straightforwardly and honestly some of the hopes and beliefs and fears that were particularly his on this proud occasion. Cummings speaks of inter-library cooperation, of the old days and of the present day, and gives some fascinating statistics on NLM services. The essay by Taube, of a somewhat metaphysical kind, is brilliant; it demonstrates again his powers of insight, and his capacity for clarity in description; there is a terrible poignancy in realizing that this was to be his last major public contribution prior to his untimely death a few months later. The following essay by Swank (with Robert M. Hayes) is excellent; in major part a response to Taube's remarks, it proves that a constructive critique can be as interesting, and far more useful, than the intemperate arguments which unfortunately are more familiar to us.

Archibald MacLeish sets the final runic stone in place, as he speaks of "man in his old condition as man, man with his wonder on him." These essays, and their embodiment in this book, fittingly exemplify the aspirations and auspicious rebirth of a great medical library.—*Frank B. Rogers, M.D., University of Colorado.*

***Conference on the Use of Printed and Audio-Visual Materials for Instructional Purposes*** [Final Report]. Prepared by Maurice F. Tauber and Irlene Roemer Stephens. New York: School of Library Service, Columbia University, 1966. xii, 241 p. \$3.

On November 22 and 23, 1965, a conference concerned with materials used for instructional purposes, as indicated in the title above, was convened at the school of library service, Columbia University. Supported as Title VII project, B 546, through the Office of Education, U.S. Department of