Brown, ed. Newcastle-upon-Tyne, England: Oriel Press Limited, 1971. 97p. 30s. net.

This small volume is the edited record of a collection of informal papers given by the two internationally famous academic library consultants, Dr. Keyes D. Metcalf, Librarian of Harvard College, Emeritus, and Dr. Ralph E. Ellsworth, Director of Libraries, University of Colorado, at a short course on Academic Library Planning held at The York Institute of Advanced Architectural Studies in 1966. As the foreword indicates "brevity has dictated the elimination of certain contributions and most of the discussion." This is unfortunate, in the opinion of the reviewer, because often the most meaningful results of a gathering such as this are the questions asked and the ideas which surface in the unstructured discussions by the participants.

From its title, if indeed titles nowadays should be somewhat descriptive of a book's content, one would suppose that the major thrust of the work would be in the direction of the actual design of academic libraries. To a considerable extent this is not the case. Rather, the contribution made to the literature and thus to a part of the planning process is the verbalizing of the philosophy of the underpinning of American academic and research library development and planning since the 1940s, and the special relationships that should exist between architects and librarians. Any librarians who have ever been consultants can see their own experiences mirrored and will appreciate how often these experiences become "sticky wickets." Such candor in discussing the pitfalls of library planning on today's campuses is indeed refreshing.

The work is entirely verbal; there are no illustrations which would seem a must in a book on library planning. There is a rather curious omission of a discussion of that recent American phenomenon, the undergraduate library. There is no statement on lighting, and one final deficiency is the absence of an index.

Together, Drs. Metcalf and Ellsworth have been involved in some phase of the planning of over 600 major libraries. This makes anything they have to say regarding library planning significant and important. However, there is just no way that this book should be purchased ahead of Metcalf's *Planning Academic and Research Library Buildings*, 1965, and Ellsworth's *Planning the College and University Library*, 1968. These two titles remain the essential tools for librarians, architects, and consultants.—*Kenneth S. Allen, University of Washington Libraries, Seattle.*

Allen, Kenneth W. *Use of Community College Libraries.* Hamden, Conn.: The Shoe String Press, Inc., 1971.

*Use of Community College Libraries*, by Kenneth Allen, is a survey report that will interest many persons who feel strongly about upgrading the quality of higher education. If taken seriously, Allen's study could help in accomplishing this task. As a result, all those who believe that learning can be facilitated by incorporating a library dimension into the educational system should take it seriously indeed.

The reason why *Use of Community College Libraries* could contribute to such a goal is because this work supplies one more clue as to how students and faculty members perceive the teaching function of today's academic library. Unfortunately, Kenneth Allen's investigation shows that the perception is still considerably out of focus, and in doing so it becomes only the latest in a long line of surveys indicating that "the heart of the college" is anything but the center of the academic enterprise.

The impact of this study will come more from the data collected, and the conclusions which follow, than from the manner in which they are presented. This is because the entire work is organized in the form of a doctoral dissertation, even to the extent that the author subdivides the first chapter with such captions as "Statement of the Problem," and "Limitations of the Study."

Allen's survey deals with information that was obtained from faculty members and students at three community colleges. To gather these data, the author designed a number of questionnaires which could be used in conjunction with circulation records that were available from the same three Illinois schools. After assembling this considerable amount of information, Kenneth Allen analyzed the material to determine whether certain attitudes and given circumstances, such as the number of hours a student was

enrolled, or his principal area of study, had a bearing on the way he used the two-year college library.

Readers who are statistically minded will probably object that all tables are relegated to an appendix. This means that no tabulated materials are in proximity to the text and no illustrations relieve the seriousness of the style. While some persons may prefer the compactness of this arrangement, others are certain to find it a bit troublesome, especially when they realize that the writing is largely reportorial in nature. The reader is especially aware of this hindrance as he examines chapters IV and V, for in these two sections virtually every paragraph makes reference to a table that appears in another section of the book.

The college teacher and administrator who is unaware of use surveys which have been made in academic libraries over the past forty years should pay considerable attention to chapter VII. In this part, Kenneth Allen not only summarizes and discusses his findings, but he also takes up the question of why faculty members show a number of inconsistent attitudes toward the library's place in learning. Chapter VII points out, for example, that while 80 percent of the teachers in this survey felt that students could not succeed in college without using the library, only 30 percent of the students actually read or borrowed any materials that were part of the library collection itself.

Findings of this kind should be brought to the attention of teachers, librarians, and administrators who work at all levels of the learning process. As the author points out, effective utilization of libraries is no accident even though teachers seem to feel students can relate any set of holdings to the structure of a discipline. The fact is that few students have such skill, and because of this librarians and faculty members need to form a team which can facilitate individual development through a wide range of self-selected tools.

The importance of Kenneth Allen's study, then, may lie less in the fact that his data corroborate earlier findings than in his conclusion that the way to make a library truly important in everyday learning is to develop a teaching-based library staff and a li-brary-oriented faculty.—*Howard Clayton, School of Library Science, University of Oklahoma.*

***Library-College USA: Essays on a Prototype for an American Higher Education.*** Louis Shores. Tallahassee: South Pass Press, 1970.

At a time when the tarnished reputation of higher education is the subject of intense scrutiny, it is interesting to note that many of the innovative ideas proposed by Frank Newman's *Report on Higher Education* and the Carnegie Commission on Higher Education were suggested by Dean Shores as early as 1934.

The collection of essays in *Library-College USA* presents evidence of Shores's futuristic thinking for the past thirty-seven years, and his ideas in education are still avant-garde. His philosophy of librarianship should still extend attractive goals to service-minded librarians.

The educational concepts which Shores has explained in many different contexts through the years are here represented in both their topical and chronological development. The notion of the Library-College is described in one excerpt as having at least six basic elements: Learning Mode, Library, Faculty, Curriculum, Facility, and Organization.

The difference in Learning Mode emphasizes the shift from group teaching to individual learning. Here, the alert and academically qualified librarian can lend his expertise in the utilization of resources to the professor's subject knowledge. Without the right resources at the right time, self-paced instruction cannot be realized. Such an educational strategy calls for librarians who seek to utilize their informational resources for the education of students. They cannot wait to be asked, but, rather, must actively enter into the educational process in all of its stages. Such a librarian does not have to worry about faculty status.

Dean Shores also stresses again that the library should house all the different forms of instructional materials available today. This additional complexity offers another area in which librarians can offer their services to students and faculty.

The educational ideas presented here are both innovative and invigorating. However,