

*American Junior Colleges*. Walter Crosby Eells, ed. American Council on Education, Washington, 1940. 585p. \$3.50.

THIS BOOK appears as a companion volume to the popular handbook, *American Universities and Colleges*, recently published in its fourth edition. Its publication was made possible through special cooperative arrangements between the American Council on Education and the American Association of Junior Colleges, and through a grant from the Carnegie Corporation of New York. The work of compilation was directed by Walter Crosby Eells, executive secretary of the American Association of Junior Colleges.

Prior to the publication of this volume, no single reference tool supplied such authoritative, complete, and recent information on the junior colleges of the United States. Brief information is supplied for junior colleges, as for all other institutions of higher education, in the annual *Educational Directory* issued by the Office of Education. The Hurts' *College Blue Book, 1939*, includes in concise tabular form, information on 563 junior colleges and supplies in equally compact form, statements of junior college standards. A third source of information is the "Junior College Directory," a regular feature of the January issue of the *Junior College Journal*.

The broader reference value of the new handbook, *American Junior Colleges*, is apparent from a review of its organization and content. In Part I, an introductory chapter presents definitions and discussion of types of junior colleges. There follows a review of the development of the junior college movement, and a digest of its present status. The tabular summaries and graphs reproduced in this section are based on the data published in the 1940

"Junior College Directory" which covered 575 institutions.

A chapter setting forth problems, faults, and trends in accreditation is followed by an invaluable presentation of accrediting practices, lists, and standards, first for each of the five regional associations and the two national agencies; then for each of the 48 states, the District of Columbia, and the Canal Zone.

Exhibits for each of 494 junior colleges, alphabetically arranged by key name of the institution, constitute Part II. Here, for example, one may find succinct statements as to type and control, accreditation, requirements for admission and graduation, fees, staff, recent educational developments, greatest problems, enrollment and classification of students, library, publications, finances, buildings and grounds, and chief administrative officers. The information originally secured from the institutions (on a blank reproduced in Appendix VII) was later submitted to each college in tentative publication form for approval or modification. Variations in figures cited in the exhibits, apparently "round numbers" being supplied by some and specific figures by others (for library holdings, volumes added, and the like), are obviously beyond the power of the editor to control.

Part III is made up of seven appendices presenting information on the American Council of Education and the American Association of Junior Colleges, directories of junior college organizations and societies, classified lists of junior colleges, and a tabular summary of the curricula offered by junior colleges in 1938-39.

A general index which is not inclusive is supplemented by an Institutional Index and an Index of Administrative Officers. Together they supply adequate and ac-

curate reference to the contents of the volume. Format and typography are well adapted to the subject matter and add to the ease of use.

Later editions may see improvement, but it is difficult to believe that this first edition of *American Junior Colleges* will not prove as indispensable to administrators, students, and librarians as has its predecessor, *American Universities and Colleges*.—Lois E. Engleman, *Frances Shimer Junior College Library, Mount Carroll, Ill.*

#### *The Junior College Library Program.*

Harlen Martin Adams. Joint publication of the American Library Association and Stanford University Press, Stanford University, Calif., 1940. xii, 92p. \$2.

THIS is a very useful book. In its twelve pages of introduction and ninety-two pages of text, it reviews and epitomizes the literature on the junior college library. It dismisses the quantitative standards of past years and pleads for an active, educational, cooperative program based on conscious analysis of school and library functions. The data of the book were derived from the 136 junior colleges (out of 178 selected by the Carnegie Corporation for visitation) which replied to a questionnaire. Reference is made throughout the volume to current aims and practices; hence, its vitality and appeal. Following a short introduction stating scope and plan of the book are six chapters: (1) Standards and functions; (2) The library and the curriculum (trends and correlations); (3) The library and the student (instruction, guidance, silent reading, reading program); (4) Administration and organization; (5) The new library program at Menlo Junior College (Cal-

ifornia); (6) Selected basic principles. Bibliography and index follow. Most stimulating, perhaps, are the two chapters on trends in function and curriculum correlation and the account of the Menlo Reading Council. One would judge that the library at Menlo really functions.

It is interesting to note the trends in junior college library literature. Miss Ermine Stone's book<sup>1</sup> states the accepted junior college library functions as completely and effectively as does the present book, but stresses organization, finances, and to some extent quantitative standards. Dr. B. Lamar Johnson's description of the Stephens College library plan<sup>2</sup> emphasizes the central activity of the library in the instructional program and demands a broad concept of library materials. The present book makes a fresh statement of current practices and trends toward integration, correlation, and planned library participation in the educational process. It is to be noted, perhaps, that all three of these landmark books are written by librarians of private junior colleges.

Meditation upon these books in connection with Dr. Walter C. Eells' recent directory-summary<sup>3</sup> leads one to feel that over 575 junior colleges (with 196,000 students) have many of the same problems that confront the four-year colleges and universities. It does not seem to the reviewer, however, that we may transfer and apply directly and completely the experiences and inferences of a junior college library program to a four-year college. After all, a two-year "preparatory" program is but the first two years of college, even though some junior colleges

<sup>1</sup> Stone, Ermine. *The Junior College Library*. A.L.A., 1932.

<sup>2</sup> Johnson, B. Lamar. *Vitalizing a College Library*. A.L.A., 1939.

<sup>3</sup> Eells, Walter Crosby, ed. *American Junior Colleges*. American Council on Education, 1940.