

upon their institutions to be so excellent as to deserve not only continued existence, but also gifts leading to ever-increasing opportunities for serviceableness to youth. Certain efforts of this kind are reflected in the financing of far more spacious library programs than those made possible by a total annual budget of \$20,000, the Randall and Goodrich estimate of the cost of good service. That these efforts are neither farfetched nor utopian is indicated by available statistics. Fifteen miscellaneous colleges, serving from 336 to 1259 students are offered as examples of generous library support. This support rises, in one case, to \$40,000 more than the Randall and Goodrich estimate of reasonable adequacy.¹²

From the February issues of each *A.L.A. Bulletin*, beginning with that of 1937, the "Small College Library General and Salary Statistics" yield a composite list of twelve additional libraries, even in the class of small institutions, that enjoy an annual budget of more than \$20,000. In none of these twenty-seven cases is the college anything but a college, nor is enrollment in excess of that suitable to a college, rather than to a university.

Is it possible that the time has come for all college libraries to reconsider their calling and the potentialities inherent in them for cooperating in the ideal of colleges today—the ideal of self-education for students, education independently acquired under guidance, but not through indoctrination? The director of a famous research library has said: "The hope of the future lies, I think, in the college library."¹³ Such a statement is an invita-

tion to librarians to reconsider their principles of administration, not in view of practices at 66 or 95 or 200 colleges, but in the light of educational needs brought into sharp focus by this hour of self-examination on the part of colleges.

Have college libraries been too well content to use principles of administration derived from majority practices, rather than from observation of library excellence, wherever found? Mr. Randall and Mr. Goodrich have warned librarians that the way to increase the willingness of the colleges to pay for library service is to demonstrate the value of that service (p. 46). Will not the principles upon which such service depends be more convincing if based on the genuinely good as well as on the reasonably adequate? Is it not possible that new principles, as new truth, may emerge from "thesis, antithesis, synthesis" derived from practices in many grades of college libraries, among them the very best as well as the reasonably good? It is to be hoped that the joint authors of *Principles of College Library Administration* will find such wishful thinking on the part of their readers an inspiration to the early preparation of a third and much enlarged edition of their invaluable book.—*Blanche Prichard McCrum, Wellesley College.*

The Literature of Junior College Terminal Education. Lois E. Engleman and Walter Crosby Eells. American Association of Junior Colleges, Washington, (1941). 322p. \$2.50.

THE GROWTH of the junior college reflected in the increase in its numbers and its enrollment leaves little doubt regarding the significance and permanence of this new institution. The name "junior college" describes fairly accurately the educa-

¹² U.S. Office of Education, *Biennial Survey of Education, 1934-36*. 2 vols. U.S. Government Printing Office, 1939, Vol. 2, pp. 208-51. (Bulletin, 1937, No. 2).

¹³ Adams, R. G. *Address at the Dedication of the Stockwell Memorial Library, Albion College, June Fourth, 1938*. p. 26.

tional philosophy underlying the programs of the first institutions that appeared under the title. They were junior colleges in that they were patterned very closely after the first two years of the usual liberal arts college. But as the junior college movement has gained momentum, its clientele has changed and its functions have broadened. Terminal education as differentiated from university preparatory education has assumed increasing importance. It is something of a surprise even to those who realize how much attention has been given to terminal education to find that the literature on the subject amounts to a full volume of annotated bibliography—a volume that is respectable both in size and in content.

The Literature of Junior College Terminal Education was published recently by the American Association of Junior Colleges. Here are brought together in classified form references on terminal education that have been widely scattered and not always readily accessible. Almost half of the 1512 items included in the volume have appeared during the years 1936-40.

But this is more than a bibliography. The authors, one of whom is a competent college librarian, have read and annotated each reference. In fact the annotations constitute an excellent brief digest of the references. In some instances the author of the reference is identified and the occasion for which the paper or article was prepared is stated, but this information is not given in every instance.

It becomes quite clear as one follows the annotations of the articles from one decade to the next, beginning with 1900, that the earlier contributions were largely general and philosophical in nature, while

the later ones are more commonly based on objective studies or appraisals.

The major subjects under which the materials are grouped and classified according to the decade in which they were published are:

- I. Terminal Education as a Function of the Junior College
- II. General Discussions concerning Terminal Education
- III. Organization and Administration
- IV. Guidance and Personnel Services
- V. Library
- VI. Plant and Equipment
- VII. Faculty
- VIII. Terminal Cultural Curricula
- IX. Semiprofessional and Other Occupational Curricula
- X. Specific Semiprofessional Curricula
- XI. American Association of Junior Colleges' Study of Terminal Education

Quite naturally some of the references deal with more than one phase of terminal education. To avoid repetition of authors and titles a very comprehensive index has been provided from which the reader may locate all references in the volume bearing on a particular topic.

The college administrator who wishes to get an overview of terminal education or to find what is being done along certain lines will find this volume a ready source of information; the student of the junior college movement will by all means want to have it at hand; the curriculum committee of a junior college faculty will find in it many valuable ideas and suggestions; the teacher of terminal courses will want to refer to it from time to time for ideas bearing on his work. In a word, this is a convenient and valuable source book for anyone interested in terminal education in the junior college.—*A. J. Brumbaugh, University of Chicago.*