

Goethe's *Werther*. In the nineteenth century the genre was used for political and social reasons, but there are also significant autobiographical novels which may be called *Schlüsselliteratur* (e.g., Gottfried Keller's *Der grüne Hienrich* and James Lane Allen's *The Alabaster Box*).

Schneider has carefully analyzed this rich and confusing literature and organized it in a manner that will make it readily comprehensible. To be sure, his work represents only a selection of the best in world literature, and there will be some who will quarrel with his choice. In many cases an individual student will stumble across a key to a book that would seem to be pure fiction even to the experienced critic. This reviewer could point out no less than twenty-six titles of Kentucky fiction which Schneider might have considered. However, it is fair and safe to say that Schneider has been able to identify most of truly significant titles of world literature in the genre under consideration and dealt with them in exemplary fashion.—*Lawrence S. Thompson, University of Kentucky Libraries.*

Education of Librarians

Die Bildung des Bibliothekars. By Georg Leyh. Copenhagen, Ejnar Munksgaard, 1952. 131p. (Copenhagen University, Library, Scientific and Medical Department, "Library Research Monographs," volume 3.)*

The humane tradition of librarianship is one of our finest ideals, and yet it is perhaps one of the most difficult to define. Georg Leyh, retired librarian of the University of Tübingen and editor of the second edition of the *Handbuch der Bibliothekswissenschaft*, has devoted a lifetime to the theoretical study and the practical exposition of this ideal. He first set forth his ideas on the subject in a lecture to the librarians of Stockholm, printed under the caption of "Die Bildung des Bibliothekars" in the *Nordiskt Tidskrift för Bok- och Bibliotheksäsen*, XXXVII (1950), 56-70; and the present study is an expansion of this essay.

Drawing heavily on his intimate knowledge

* It would be well to note here the other two numbers in this important new series, since neither have been reviewed in *C&RL*: (1) Jean Anker's *Otto Friderich Müller's Zoologica Danica* (1950; 108p.), and (2) S. R. Ranganathan's *Philosophy of Library Classification* (1951; 133p.).

of the history of European literature, librarianship, scholarship, and philosophy, Leyh reviews the traditional concepts of the scholarly librarian, including training (past and present methods), personal development through experience, professional dilemmas, and special problems of librarianship in modern times. The last two chapters ("Die Kunst des Lesens" and "Schriftstellerei") are masterful statements of two basic aspects of our work, the first based at least in part on Leyh's own handsome private library, the second on his wide experience in research in many fields of librarianship.

Throughout the entire study Leyh elaborates on a theme stated by one of his favorite authors, Georg Christoph Lichtenberg, "The whole man must move together." He emphasizes that any formal training for librarianship is necessarily introductory in nature; and he rejects the American doctorate in library science as a "Fehlentwicklung," pointing out that "der Bibliothekswissenschaft fehlt als Ganzes der kristallisierende Kern, aus dem sie sich entfaltet" (p. 89-90). There is much to say for this viewpoint if we view the Ph.D. in librarianship as a theoretical research degree just as the Ph.D. in the humanities, the social studies, or the pure sciences; but there may be some doubt about the validity of Leyh's stricture when applied to the doctorate in librarianship as a professional degree. The tripartite doctoral program at Columbia might well meet his approval.

Regardless of any questions about Leyh's specific theories of education for librarianship, it would be difficult to refute his insistence that the librarian be a well-rounded man—well read, broadly trained, and with specific research interests (either in his own subject field or in one of peculiar interest to librarians). The librarian's task is perhaps the most difficult in the entire realm of scholarship and the professions; for he must master the technology of elementary library operations (not to be scorned as undignified, Leyh argues), know the history of learning and of his own institution, establish a companionship with books in the intimate sense defined in this study, and maintain his own research interests in order to justify his position (in universities) as a member of a learned body.—*Lawrence S. Thompson, University of Kentucky Libraries.*