

Book Reviews

The Library-College: Contributions for American Higher Education at the Jamestown College Workshop, 1965. Ed. by Louis Shores, Robert Jordan, John Harvey. Philadelphia: Drexel Press, 1966. 287p.

For several years before the Jamestown College Workshop was convened in December 1965, the participants had circulated papers and corresponded on the library-college idea. They were already advocates of the idea when President Sillers invited them to think with him and members of the Jamestown faculty about the establishment of a library-college for the liberal arts on that campus. Their papers, the Library-College Newsletters, and the Jamestown Workshop Committee Reports—Charter, Curriculum, Personnel, Supporting Media and Architecture—are gathered in this volume. "A Genealogy of the Library-College Idea" and a chronologically arranged "Library College Bibliography" compiled by Robert Jordan round out a collection which should be of vital interest to any librarian who is concerned as an educator.

The earliest paper was written in 1934 by Louis Shores and is entitled "The Library Arts College, a Possibility in 1954." He says that his "undergraduate experiences like those of many other students, convinced him he could learn much more in the library reading than he could by attending most classes." Looking ahead he saw the library arts college as "merely the logical culmination of such current trends in American education as are exemplified by honors courses, comprehensive examinations and other reforms of the last decade."

And indeed, under B. Lamar Johnson as dean and librarian, Stephens College became a "library arts" college as early as 1938. Books were made a constant part of the student's environment, and teachers and librarians merged into a single instructional staff. "Vitalizing a College Library" and the Summary are his valuable contributions to the book.

In the decade after World War II the trend described by Louis Shores and exemplified by Stephens College did not con-

tinue. Rather, older institutions expanded in a pattern of classroom and lecture hall for larger and larger groups of students. New small colleges like the experimental ones begun in the 1930's were not developed.

New ground was broken by Patricia Knapp in 1956 in her paper "A Suggested Program of College Instruction in the Use of the Library" (see "The Monteith College Library Experiment," *CRL*, XXVII [November 1967]). According to her, library use is one of the liberal arts and the library is the college. She states this in "The Library Organization of Resources As the Curriculum: a Minority Report," where she writes, "Educators maintain the curriculum should be based on the structure of the discipline. The organization of the library reflects that structure. Where better than in the Library-College can we try out the notion that there might be some merit in relating the two?"

In the 1960's Robert Jordan has gathered together many librarians who feel that there is a teaching function to librarianship. He asserts that librarians have an "unique mission as the guardians of general education," and calls for more courage and self-confidence ("The Library-College—a Proposal, 1962").

If there was a neglected topic of discussion at Jamestown, it was, perhaps, the "Training and Orientation" of librarians. John Harvey's paper suggests that superior colleges, presumably ones where independent study takes place, are the best place to recruit a library-college faculty; Dan Sillers' report on personnel calls for a faculty of bibliographical experts. For our own training and orientation we librarians need a library-college.—*Charlotte Fletcher, St. John's College.*

A Critical Survey of University Libraries and Librarianship in Great Britain. By Harrison Bryan. Adelaide: Libraries Board of S. Australia, 1966. iii, 255p. \$2.

Although it bears a 1966 imprint date, this *Critical Survey* was presented for the Diploma of the Library Association of Aus-