

Recent Publications

Morehead, Joe. <i>Theory and Practice in Library Education: The Teaching-Learning Process</i> , reviewed by Irene B. Hoadley	155
<i>A Unifying Influence: Essays of Raynard Coe Swank</i> , reviewed by Elaine Sloan	156
<i>Progress in Communication Sciences, Volume II</i> , reviewed by Robert S. Taylor	160
Abstracts	165
Other Publications of Interest to Academic Librarians	166

BOOK REVIEWS

Morehead, Joe. *Theory and Practice in Library Education: The Teaching-Learning Process*. Research Studies in Library Science, no. 16. Littleton, Colo: Libraries Unlimited, 1980. 139p. \$17.50 U.S., \$21 elsewhere. LC 80-17431. ISBN 0-87287-215-7.

The primary thesis of this book argues for "a teaching-learning strategy that emphasizes student-centered, heuristic activity." From that premise, the author expands on the development of the debate of theory versus practice in library education, and then goes on to describe alternative teaching-learning processes that could be used to help resolve the continuing dilemma.

The book begins with a description of the evaluation of professional education in the context of the university milieu. There is a brief description of professional education in medicine, engineering, law, social work, and teaching. The balance of theory and practice in these curricula is shown as being present and as being desirable.

A description of the development of library education and the debate concerning the inclusion of theory and/or practice in the curriculum follows. There are restatements of the effects of the studies by Williamson and Reece and of the later developments and opinions concerning the professionalization of library education. The more recent thrust

has been to develop a body of theory to complement the prior reliance on practice. The value of "field work" or "practice work" continues to be of interest. The years of debate on theory versus practice have not produced a resolution. According to Morehead, there is a need to return to the early theoreticians to find alternatives to practice or field work, which can then be incorporated into the teaching-learning process.

The modes of instruction that are delineated include face-to-face instruction and independent study. The various applications include class presentations, problems, observations, projects, and laboratory work.

The library-centered library school is based on Patricia B. Knapp's work at Monteth College on library-centered teaching. From this concept a logical next step is "a specialized library which could function as the locus of the teaching-learning process." For library education, the specialized library is the library science library. Learning strategies that are discussed are the critical incident theory and the Dewey inquiry model. In seeking a resolution of the theory-practice dilemma, it will be necessary for library educators to try new methodologies even if there are risks, in hopes of finding a better way of educating today's students.

To devise a conceptual structure for a specific need is never easy, particularly when there is no unifying theory. However, to inte-

grate theory and practice there is a need for a learning environment such as a working library, which becomes, in essence, the laboratory. This model would allow the interrelationship of theory and practice. Freedom, relevance, and discovery are the elements seen as necessary to provide the methodology of integrating theory and practice into the teaching-learning process.

This volume brings together most if not all of the arguments pertaining to the discussion of theory versus practice in library education, and in that sense serves a useful function. The bibliography and references are extensive and add depth to the work.

There are also, unfortunately, some aspects of the book that detract from its strengths. The text is laborious to read, primarily because of the extensive use of hyperbole and a vocabulary that does not lend itself to readability. The other shortcoming is the lack of analytical assessment of the material that has been gathered. The material is presented in a straightforward way, but few

conclusions are drawn from the available information. The final conclusion that is put forward is perhaps too simplistic: freedom, relevance, and discovery will reconcile theory and practice in the teaching-learning process. The expectation of an actual theory or model to address the question was not met.—*Irene B. Hoadley, Texas A&M University, College Station, Texas.*

A Unifying Influence: Essays of Raynard Coe Swank. Ed. by David W. Heron. Metuchen, N.J.: Scarecrow, 1981. \$13.50. LC 80-28595. ISBN 0-8108-1407-2.

Raynard C. Swank's distinguished career in American librarianship included service as a director of two research libraries, as an association executive, and as a library school dean. Swank received his doctorate from the Graduate Library School at the University of Chicago in 1944. After several years as director of the University of Oregon library, he moved to Stanford, where he directed the Stanford University Libraries from 1948 to



PUBLICATIONS FROM THE UNITED NATIONS

Statistical Yearbook 1979-1980

The new Statistical Yearbook covers through 1980 and provides a compendium of internationally comparable socio-economic statistics.

Data in the Statistical Yearbook makes it possible to study trends and changes in population and its composition, production, productivity, external trade, energy and transportation. Tables illustrate social statistics such as employment, housing, medical services and the consumption of fundamental commodities.

E/F.81.XVII.1

\$60.00

UNBIS Thesaurus

The principal information search and retrieval tool of the United Nations Bibliographic Information System (*UNBIS*); lists terms used to index and catalogue documents and other United Nations material.

E.81.I.17

\$25.00

UNITED NATIONS

Room A-3315
New York, N.Y. 10017



PUBLICATIONS

Palais des Nations
1211 Geneva 10, Switzerland