existing facilities and the future needs for health services for the people of Canada." It was sponsored by the Committee on Medical Science Libraries of the Canadian Library Association—Association Canadienne des Bibliothèques and the Association of Canadian Medical Colleges/L'Association des Facultés de Medécine du Canada.

The terms of reference for the survey were: to ascertain and assess the resources of the twelve medical school libraries and to offer suggestions for their improvement and development within a coordinated nationwide plan for a biomedical information service. Miss Simon conducted the survey during the spring and summer of 1962. A questionnaire followed by a visit to each medical school was the method used to obtain the information. While the answers to the questionnaire were prepared by the medical librarians, some seventy-three interviews were held, including those with university presidents, deans of the medical schools, chief librarians of the universities, and heads of departments in the medical schools.

The results of the survey are analyzed under four main headings: (1) library needs for medical education and research; (2) library collections and services; (3) the organization of medical library service; and (4) a nationwide program for Canada. Although each of these headings has a number of subheadings, the lack of an index is a disadvantage. In addition to the analysis there is a summary of conclusions, a summary of proposals, and an estimate of costs for a five-year program. A copy of the questionnaire and statistical results are contained in an appendix.

The proposals for a nationwide program for improving access to the resources of medical literature in Canada include: (1) the establishment of a National Medical Bibliographic Centre and Information Service; (2) a program of financial aid to medical school libraries to enable them to bring their collections up to recognized standards; (3) the establishment and maintenance of an auxiliary provincewide library service for the continuing education programs; (4) the setting-up, in all teaching hospitals, of medical libraries which meet professional library standards; (5) the setting-up of a program for the training of medical science librarians at an accredited Canadian library school.

The survey shows that the collections of medical literature in Canada are to be found chiefly in the medical school libraries. Thus the publication of the survey not only adds a valuable document to the literature on medical education but presents the first comprehensive survey of the medical library resources of a nation. Even though it portrays the Canadian scene, the survey will be valuable for other countries whose medical school libraries are faced with expanding research programs, continuing education programs, lack of supporting libraries in teaching hospitals, and the new interdisciplinary teaching programs.—*Olga B. Bishop, University of Western Ontario.*

The Heritage of the English Library. By Raymond Irwin. New York: Hafner Publishing Co., 1964. 296p. $5.50 (64-54587).

In this thoroughly delightful volume the author, who is director of the school of librarianship and archives at University College, London, continues the research he began with his *The Origins of the English Library,* published in 1958. He has flung his net wide and made a good catch, although it is remarkable that by the time he has reached half of the fourteen-chapter book he is only beginning a discussion of Cassiodorus Senator and his Vivarium (fifth century A.D.). The volume is not strictly a history of English libraries, but neither is writing one Professor Irwin's expressed intention. What he has accomplished instead is a very readable, brightly written account of how libraries and collections of books started in Western Europe and what they contributed to culture from the time of the Greeks and Romans to the eighteenth century, when the habit of reading took firm root. (It will be noticed that very little is said about the nineteenth century or thereafter.)

From the offset we are shown the essential need for paying attention to background in the study of the history of libraries. There follows a brief but meaningful discussion of five influential factors in the establishment of libraries: the economic, the literary, the social, the book trade, and the evidence of research. On the last point the author sin-

gles out as clear examples Pliny's "Historia Naturalis" and the great Byzantine Souda (or Suidas lexicon). He adopts the term "golden chain" to embody the links that have passed on great scholarship and traditions down to the present day, *i.e.*, ". . . golden chain of written record" (p.26). In his chapter on Hellas he speculates on several reasons which may account for the noticeable lack of information about private libraries in Greece as compared with those of Rome. At the conclusion of his succinct history of Roman public libraries he poses a provocative query: what would have happened had Ovid not been sent into exile by Augustus but made head of the Palatine library instead? Chapter VI, "Classical Bibliography," with its handy compendium of informative data on such details as writing implements, papyrus, parchment, and indexes, is a good filler-in for the background to the picture Sir Frederick Kenyon has already depicted in his *Books and Readers in Ancient Greece and Rome.* Other topics include: religious life and learning (a very fertile field—"the special character of Christianity involved an immediate interest in books, and therefore in libraries," p.21); the Oxford Greyfriars and S. Robert of Lincoln; Richard de Bury and his *Philobiblon;* parish libraries; and at the end a delightful little chapter on "The Study and the Sofa"—a capsule word portrait of "the social and domestic circumstances under which reading is done" (p.262). The list of sources is impressive; however, I miss a reference to Edward A. Parsons's *The Alexandrian Library;* and George Haven Putnam's *Authors and Their Public in Ancient Times,* though a trifle antiquated, is still interesting reading. There are misprints in the Greek and accents are occasionally butchered, but, all in all, this is a highly intelligent text with a wealth of information which spills over even into the footnotes. The book certainly points up the need for more research in this lucrative field.—*Francis D. Lazenby, University of Notre Dame.*

Guardians of Tradition: American Schoolbooks of the Nineteenth Century. By Ruth Miller Elson. Lincoln: University of Nebraska Press, 1964. 424p. $7. (64-17219).

To what extent is an individual influenced by his reading? Librarians and educationists have pondered this question variously. In *Molders of the Modern Mind,* for example, Librarian Robert Downs described 111 books that, in his opinion, had shaped Western civilization. The late, deep-thinking educational philosopher, Michael Demiashkevich, in his *The National Mind,* analyzed the cultural influences, including literature, that influenced the English, French, and German mentalities. But the present approach is a more basic one—to the ideas held by the ordinary man, and it is made through an analysis of a thousand or more schoolbooks to which the nineteenth-century American was exposed.

Because there was no competition from television, movies, and the countless recreations that confront today's children, schoolbooks undoubtedly influenced last century's Americans considerably. Furthermore, since libraries were almost nonexistent in schools there was no possibility of dispersal through reserve reading. Finally, the accent on memorization reinforced by the monitorial system and catechism-type learning guaranteed schoolbook influence beyond anything today, at least for those who attended school at all.

From their readers, spellers, grammars, arithmetics, and later, geographies and histories, our grand- and great-grandparents learned reading, writing and arithmetic, of course. But they gathered other things also, because textbook writers of the nineteenth century "were much more concerned with the child's moral development than with the development of his mind." Noah Webster prefaced his 1789 textbook with the purpose "to diffuse the principles of virtue and patriotism."

From Dr. Elson's absorbing analysis it is apparent that idealism dominated realism in last century's schoolbooks. In the study of nature, God's creation was nobly reconciled with biologists' evolution. Virtue was almost always rewarded and vice punished. Americans were God's latest "chosen people."

Other nations were something less. The English were good because they were our parents and their literature was the greatest. But the English were monstrous and cruel in the American Revolution. Other nations ranked below, with various characterizations. The Germans, on the whole, received the next most favorable treatment. Except