

of reproduction—a Dutch process of semi-dry diazo printing, pages 147-49. This method, already in operation for the dissemination of abstracts on “fiches” (folded index slips) has implications for publishing and for card production in libraries.

Section IV under the editorship of H. Munro Fox considered “Reviews,” “Recent Advances,” and “Annual Reports of Progress.” It was pointed out that there are two main purposes for these types of publications. The first is to gather together and present for the specialist the progress which has been made in a whole subject during a period of time or to review the state of knowledge in a particular branch of a subject. The second is to provide scientists with knowledge of what has been going on, not so much in their own field but

in other fields. Reviews may well be written to suit several levels of interest. For example, a review of a particular aspect of physical chemistry may be written for physical chemists, for chemists in general, in a simpler form for other scientists or even in a still simpler form for the intelligent layman.

The whole conference points up the fact that scientists have evolved in the course of years a remarkably effective system for providing themselves with information, but the system is suffering from strain and requires renovating and strengthening. In order to do this there needs to be more research into how scientific information is used.—*Thomas P. Fleming, College of Physicians and Surgeons and School of Library Service, Columbia University.*

Source Material on Meteorology

Meteorological Abstracts and Bibliography, Vol. 1, no. 1. Boston, American Meteorological Society. January 1950. \$3.00 per year.

The important role played by military aviation in the settlement of the last world conflict awakened much interest in aeronautics and allied sciences. Meteorology, in particular, rose to a position of great significance in the field of applied science. College and research librarians were besieged by demands for comprehensive source material in meteorology.

Professional meteorologists realized that the poorly organized material was a definite handicap in the pursuit of basic research and in the exchange of ideas in their field. Technical librarians soon recognized the gaps in their reference collection: (1) There was no comprehensive meteorological bibliography being published anywhere in the world, and (2) there was no meteorological abstracting service comparable to those existing in nearly all the other fields of science.

Meteorological Abstracts and Bibliography vol. 1, no. 1, dated January 1950, sponsored by Geophysical Research Directorate, A.F.C.-R.L. and the American Meteorological Society, with the cooperation of the Library of Congress, is the latest of many sincere attempts to provide a comprehensive, international, bibliographic and abstracting service for meteorology.

Each issue will contain: (1) A review of 20 to 30 scientific journals, part of an asymp-

totic plan to evaluate the contribution to meteorology of some 15,000 technical journals; (2) approximately 150 abstracts from material of current interest; (3) a cumulative annotated bibliography on a special phase of meteorology [vol. 1, no. 1, Atmosphere Pollution (240 entries), Aerobiology, Artificial Precipitation, Hail, Tornadoes, etc. to follow.]

M. K. Rigby, outstanding American bibliographer, editor, and Dr. C. E. P. Brooks, dean of British meteorologists, corresponding editor, have done a creditable job on their first issue. Important features of this journal are: international coverage; objective evaluation of periodicals in the light of their contributions to the field of meteorology; succinct annotations; and an excellent index.

The *MAB* subject heads each bibliographic entry. It is the only permanent international abstracting journal to have such a feature. These subject headings, however, are too specific for the small and medium-sized libraries, and the large and highly specialized libraries will have to make a conversion before integrating *MAB* subject headings with their catalogs. These subject headings are also inconsistent, some are qualified by the term “meteorology.” Others that obviously should be qualified are not. This failing and other problems, e.g., the magnitude of the field to be covered, and the journal’s lack of that prestige which comes only with age and tradition, will be solved with the passage of time.

However, the inauguration of this journal is important to librarians. It will be an aid in acquisitions work and cataloging—an invaluable reference tool in a scientific field

which, heretofore, has had inadequate coverage.—*Edward J. Doherty, Jr., Geophysical Research Library, Watertown (Mass.) Arsenal.*

Library Education

Education for Librarianship. Papers Presented at the Library Conference, University of Chicago, August 16-21, 1948. Edited by Bernard Berelson. Chicago, American Library Association, 1949, 307p. \$4.00.

After nearly three decades of relative stability, education for librarianship has become an area of change and experiment. The flux of new thinking on library education has provided a theme for innumerable books, pamphlets, and periodical articles. It has been the subject of at least a score of conferences and meetings. As an area which reflects the whole complexity of the profession, each issue involved has found scores of highly vocal discussants frequently reflecting very differing points of view. As Dr. Berelson's "Introduction" to the report of this conference indicates, these new patterns of thought on library education as they have developed since 1946 represent as significant a period as any other in our history. Library education very appropriately became, then, the subject for the conference of 1948 at the University of Chicago.

The particular contribution of this meeting to its subject lies in part in its three distinctive characteristics: first, in the preliminary determination to confine it to general problems of library education rather than to allow it to be dissipated in consideration of perhaps temporary experimentation; second, in the inclusion of library practitioners rather than the professional educator in presenting the subject; and third, in employing a discussant to bring some ready evaluation to each paper presented. This third device would seem to have gone far in bringing to the report of the conference more continuity of thought than is usually possible with such a medium.

Sixteen papers were presented at the conference, and these were arranged in five general groups. The first group on "General Education and Backgrounds" includes the role of the professional school, educational problems of allied professions and historical and

foreign aspects of the subject. A second division, "Preparatory Education," was a paper on preprofessional education. The third group entitled, "Professional Education for Librarianship," included presentations of the problem peculiar to public libraries, academic institutions, service to children and youth, special librarianship, and a general summary of issues. The fourth, "Special Problems," included advanced study and research, clerical and subprofessional employment, and administrative problems of library education. The final group, "General Summaries," consisted of "The Non-Librarian Inquirer," (Robert D. Leigh); "The Practicing Librarian," (Luther H. Evans); and "The Library Educator," (J. Periam Danton).

A conference of such breadth carrying the differing theses of 16 major presentations and 11 discussants is impossible to summarize. Some issues emerge, however, as providing the structure of basic problems of library education. These include: The stratification of library education (and a correspondent stratification of library positions); general library education as opposed to specialized library education; preprofessional and postprofessional education; the quality and number of library schools; the academic point at which various types of library education should occur, and the length of various types of programs; the relationship of library education to the field of practice; and the role of the Board of Education for Librarianship and other interested bodies.

Quite aside from its necessarily speculative nature, this conference follows a trend in a number of recent meetings where the presentation of problems is sharpened by definite recommendations and proposals. As Berelson points out, this conference had neither authority nor mandate to recommend action, yet from it come a body of specific proposals. These are:

1. That the number of library schools be sharply reduced in order to improve the quality of the remaining schools.