

University Self-Study

The New York University Self-Study. Final Report. New York: New York University Press, 1956. 286, 419p.

The report of the New York University self-study, supported by the Carnegie Corporation, is a document which will be of considerable value to all those engaged in higher education. Although it was a self-study, three outside educators—George D. Stoddard, Carter Davidson, and J. A. Stratton—comprised the Directing Committee. The chapter content for the first part of the report (286 pages) includes major conclusions and recommendations of the group on the various units and activities of the university. Thirty-one recommendations are proposed. The second part of the report consists of appendices involving reports submitted by departments, abstracts, reports and notes of conferences, reports of special committees and advisory groups, student and alumni contributions, and an outline of the community services and activities of the University.

Chapter XVI of the report is devoted to "The University Libraries." Many of the problems that are associated with a scattered urban university are found in the examination of the library situation. Although the law library is well housed and adequately serviced, other units of the library system are in need of much improvement. There are prospects for new housing for the medical library. Many of the collections are in need of more adequate support. The report notes: "The Self-Study Committee has attempted to set reasonable goals for the improvement of the libraries of the University. These goals nevertheless require considerable expansion both of physical facilities and of book collections. It would be unrealistic for this institution to attempt to duplicate the largest libraries, but it is essential that there be sufficient books, seating and stack space, and professional library assistance to meet the needs of a varied and sound professional program."

Attention is given to the special problems of an urban university with many commuting, part-time, and evening students. These students, who in most cases spend considerable

time in work outside the University, make special demands upon the libraries for materials needed in their course work. Multiple copies, adequate lending regulations, generous hours of opening, and professional library assistance must be provided them if they are to make their educational programs most effective.

Although consideration was given to the possible remodeling of a major part of the main building at Washington Square for library purposes, it was decided that the results would not warrant the expenditures involved. Instead, the committee recommended that a "high priority be given to the construction of a new library at Washington Square, designed in general along the lines suggested in this Report." The four features of the proposed structure include (1) a study hall and reserve book room on the ground floor, with a seating capacity for perhaps 1,000; (2) four divisional reading rooms, seating 250 students each, on the second floor; also provisions for creative arts and communication, with considerable space for audio-visual materials; (3) a central stack area, with a large number of carrels and cubicles for graduate students; and (4) adequate space for the staff. About 3,000,000 cubic feet would be needed.

Modernization of the Gould Library at University Heights was also recommended. This monumental-type structure requires considerable interior remodeling in order to make it effective for present-day library service. Among the suggestions made for improvement is the conversion of the circular auditorium under the reading room into stack space.

Although the possibility of developing union catalogs to hasten service between the Washington Square and the Heights libraries was considered, it was decided that it was too expensive. Instead, it was suggested that communication be developed through telephone, teletype, and improved messenger service. The possibilities of television and facsimile transmission were briefly noted. Photoduplication was indicated as a medium which could be applied more extensively.

Attention is given to the general support for the book collections, and the committee noted that "New York University cannot develop its graduate program adequately with-

out a substantial increase in its annual expenditures for books. A major capital outlay to remedy accumulated deficiencies of the past is also indicated." Undoubtedly the erection of a new library would be of direct help to the university in its efforts to develop the collections. In the last few years there has been some serious questioning of the expansion of university libraries, but at New York University it has been pointed out that "unquestionably the over-all instructional program would be improved if better library facilities were available." Educators and librarians alike know that quality education requires a quality library service.—*Maurice F. Tauber, Columbia University.*

Modern Archives

Modern Archives; Principles and Techniques. By T. R. Schellenberg. Chicago: University of Chicago Press, 1956. 247p. \$5.

The establishment of the National Archives in 1934 marked the beginning of a new era in archives administration in the United States. While a few departments of the national government and some of the state governments had made contributions to the development of a science of archival management, the United States had been until that time decidedly backward in comparison with some European countries. In the past twenty-two years, however, the United States has made up for much of the time lost. Not only do we now have a well-organized archival agency for the national government, with record management programs in the government departments to supplement the work of the National Archives, but we also have improved facilities for preserving and administering archives in a number of the states. In this period we have also seen the establishment of the Society of American Archivists in 1936, an association which has done much to further our knowledge of the principles and practices of archival management through the work of its committees, its annual conferences, and its quarterly publication, *The American Archivist*, which began in 1938.

While these developments have been of great benefit to everyone interested in archives, there has been one gap which needed to be filled. Anyone wishing to learn about the methods of administering collections of government archives has had to depend largely upon articles in periodicals or upon manuals prepared on the basis of experience in European archives. The publication of *Modern Archives; Principles and Techniques* by Dr. T. R. Schellenberg has now admirably filled that gap. The book had its inception in a series of lectures which Dr. Schellenberg gave as a Fulbright lecturer in Australia in 1954, but does not reproduce the lectures as they were given, for the author has rewritten the material and added to it.

Dr. Schellenberg has written a clear and concise text on the administration of archives, basing it chiefly on his long experience at the National Archives, and including descriptions of European methods as well. The book is divided into three parts. The first part deals with the importance of archival institutions, the nature of archives, library relationships, and archival interests in record management. This section serves as an introduction to the book, giving a brief history of archival establishments in France, England, and the United States, and some of the basic philosophy of record and archives management.

The second part of the book is devoted to record management. Here the author gives much valuable information on the administration of records in government agencies, with excellent chapters on production controls, classification principles, registry systems, American filing systems, and disposition practices. In the third and largest part of the book, Dr. Schellenberg discusses archival management, describing the techniques for handling government records in an archival agency in detail.

Dr. Schellenberg has chosen his topics and organized his material extremely well. The clarity and completeness of coverage of the book make it an excellent text for a course in archival management. We are indeed fortunate to have this basic text to serve as the foundation for a knowledge of archives administration today.—*John R. Russell, University of Rochester Library.*