

cataloging for the college library. Frances L. Yocum, after examining her survey of ten college libraries, urges greater care in developing and expanding the resources of the catalog and more attention to its interpretation on the part of both library staff and faculty. She would be among the first to argue for the values inherent in this increasingly expensive index of the library's resources. In an effort to determine how far simplified cataloging practices could contribute to the current demand for decreasing the cost of cataloging, Evelyn Hensel surveyed twenty college libraries. She concludes, however, that there has been "too much attention to the problem of simplification of the details on catalog cards without having determined what simplification is desirable" (p. 50). Finally Winifred A. Johnson reverts to the age-old cry of the cataloger that "economies" in cataloging do not always result in economies elsewhere in the library system.

The papers contributed to the *Yearbook* terminate with Robert B. Downs's cursory examination of the perplexing problems of library statistics, duplicate copies, pamphlets, and rare books, and Herman H. Henkle's report on the Library of Congress conference on cataloging held in Washington from Oct. 18 to Nov. 19, 1943. At these meetings there apparently was much agitation for a simplification of cataloging processes that would result in a material reduction of costs, but little seems to have been accomplished except a general expression of faith in pooling resources and intensifying cooperation.

One perhaps can best summarize the cumulative impression of the symposium under review by saying that it is professionally wholesome to see catalogers and library ad-

ministrators alike alarmed by the increasing costs of the catalog, which are certain to increase if present-day procedure and methods are maintained in the face of the growth and increasing complexity of book stocks. It is heartening to see this new awareness because the recognition of any problem is an essential preliminary step to its solution. But these essays also testify to the degree to which the thinking of catalogers is still too strongly molded by tradition to admit of effective action in dealing with rising catalog costs. The real problem of the catalog is not one of *costs* but of *values*, and until we can view the catalog, especially the subject catalog, objectively and in its proper relation to the other bibliographical resources of the library and can say with certainty that it can accomplish with greater efficiency than any other bibliographical instrument the task which it purports to perform, then and then only can its mounting costs be justified. This is a problem which is certainly not impossible of solution, but it cannot be solved by conferences and armchair speculation. It is one that can be met adequately only through the united effort of practicing catalogers and the library schools; for only by research and experimentation, based on a sincere attempt to examine all the factors involved, can the true answer be found. One scarcely needs labor the point that if libraries continue to grow as they have in the past the dictionary catalog in its present form cannot long survive; and if a more effective substitute is not developed catalogers will soon discover that the house of cards which they have so painstakingly built will come fluttering down about their ears.—*Jesse Hawk Shera, chief, Preparations Department, University of Chicago Library.*

## Liberal Education in America

*Teacher in America.* Jacques Barzun. Boston, Little, Brown, 1945. (An Atlantic Monthly Press Book) vi, 321p.

*Better Colleges—Better Teachers.* Russell M. Cooper, et al. [New York, Macmillan, 1945] viii, 167p.

*The Rebirth of Liberal Education.* Fred B. Millett. New York, Harcourt, Brace, 1945. [xii] 179p.

College librarians looking for a simple answer to all problems confronting teachers will not find it in any of these studies. There is no blueprint for the good life. Each of the books is pregnant with the complexities of our present-day culture. Recognition of these complexities should stimulate rather than frighten, should encourage rather than depress. The greatest ultimate strength of

a democracy might be that *none* of its members fits perfectly into a single rigid system, yet each man has the potentiality, latent at times, to make his own contribution.

Mr. Barzun's book is many things: thoughtful, articulate, witty, and extraordinarily readable. He turns from the "phantasmagoria of education" to concentrate upon teaching and particularly upon teaching as it is now practiced in American colleges. It is not a lost art, he says, but the regard for it is a lost tradition.

You can teach subject matter. You cannot teach democracy or citizenship. This does not mean that these virtues and benefits are not connected with good teaching. "They come, not from a course, but from a teacher; not from a curriculum, but from a human soul."

After discussing the benefits and faults apparent in various current teaching practices—the classroom lecture, the discussion group, and the tutorial session—Mr. Barzun examines each major subject as it is now generally offered on American campuses. The book makes no claim to surveying American education as a whole. It is concerned primarily with the author's personal experience. But Mr. Barzun's experience is extensive, his awareness impressive. He asks that science leave its ivory lab and states that the sciences are humanities and should be introduced into the curriculum as such. The classics, philosophy, and science are not only overlapping but complementary disciplines.

There are two excellent chapters on writing and reading. He is continuously critical of jargon and suggests that the writer should know his own meaning and then present it as forcibly as possible. As for the classics, he suggests that they be read before they are talked about and finds that "they are worth studying as examples of *how* to think, not of *what* to think."

Other chapters discuss certain failings of college administrators, the dehumanizing effects of the Ph.D. requirements, the education of women, adult education, Columbia College, grading systems, and "the human boy."

Mr. Barzun modestly offers this book as a discussion of teaching, but his conception of teaching covers a wide range of responsi-

bilities. The book gives us an insight into twentieth-century American culture. According to it, an overemphasis on fact stands out as one of our difficulties. This characteristic comes close to the root of the cultural problem. The inherent weakness of all modern literacy is that it is half-baked and arrogant. "It trifles solemnly with the externals of things, neglecting even the surfaces or the handles by which a truth may be seized: it goes like a child for the false glint or striking triviality of detail."

In a chapter titled "Too Little Money," Mr. Barzun examines the nature of bequests and the strings so frequently attached to them. Bequests should be invested in men, not in things or projects. It is this concentration on man, the individual, that runs through the entire volume like a leitmotiv. It offers the testament of a teacher truly conscious of his responsibility, of intelligent democratic man's awareness of the potential value of the young. There are latent potentialities for good in men, and the teacher worthy of his trust helps the student to recognize these potentialities and encourages him to continue making use of them in all his later life.

After reading this book it is difficult not to agree with Mr. Barzun when he states that teaching in America is a twenty-four hour job, twelve months in the year, sabbatical leaves being provided so the teacher can have his coronary thrombosis off the campus.

#### *Cooper's Report*

*Better Colleges—Better Teachers* is a study made by the Committee on Preparation of High School Teachers in Liberal Arts Colleges of the North Central Association of Colleges and Secondary Schools under the direction of Russell M. Cooper. The purpose of the study was to examine the curricula, instructional methods, and personnel programs of the colleges in this group and then to recommend improvements. The committee studied the types of preparation afforded prospective teachers in twenty-eight representative member colleges. The report summarizes its findings. It sets forth "what individual colleges have done, how results have been achieved and especially the direction in which they are moving." As the chairman, H. M. Gage, states, there is no

finality about the report. It is a description of an on-going movement. The report is more than an analysis of teacher preparation. In a broader sense it is a study of general college educational practices. It concerns itself with all aspects of the student's college life: the subject matter of his courses, student-teacher experiences, extracurricular opportunities, and the nature of the guidance available to the student.

Methods of attacking these important problems are as numerous as the twenty-eight colleges involved. The committee made no effort to impose regulations from above. It served more as a clearinghouse for ideas, and stood ready with suggestions and help when needed. It confined its main efforts to encouraging an interested examination of present practices and in stimulating a desire for improvement in the minds of students, faculty, and administrators. Its greatest contribution may be that it drew so many different colleges together for a free discussion of educational mores.

It is impossible, in a review, to describe the various activities of twenty-eight colleges in their attempts to bring added life and meaning to the student's college experience. Certain general statements are possible. The investigation shows clearly that most teachers and administrators attending the intercollegiate conferences felt that personality and general educational deficiencies are responsible for more teaching failures than are scholarship deficiencies. It shows, too, a trend toward divisional groupings of the curriculum and a general movement away from strict departmental lines.

This voluntary examination of their educational procedures by the cooperating colleges stimulated investigations along many lines. Grading systems were analyzed, college personnel programs reorganized, professional work in teacher education reviewed, and extracurricular activities discussed and revalued. Instructional problems, frequently attacked with less zeal than that granted the curriculum, were re-examined. Students, faculty, and graduates were given the opportunity to offer criticisms and suggestions. The methods adopted to investigate these problems varied, but the majority of the colleges were pleased with the results. The information gathered by these colleges is now

analyzed and available to any interested group.

The philosophy behind the committee's work makes it clear that the new procedures in prospect are not to be allowed to fall into a rigid pattern resisting change. The investigation is intended to be a continuing effort. The following statement suggests that changes will be made as they are needed:

It is not enough to say that "education" is the hope of civilization. The problem is: what kind of education? Surely it must be an experience specifically dedicated to the values of an emerging democratic society with a program clearly and effectively contributing to those ends.

### *Millett's Study*

Mr. Millett's study is based upon the assumption "that liberal education is being or may be reborn wherever the humanities . . . are restored to the primary position in the college curriculum." The book resulted from an investigation suggested by David H. Stevens, director of the Humanities Division of the Rockefeller Foundation. It was Mr. Millett's purpose to examine a number of colleges and universities where experimentation in the humanities was in process. The author visited six colleges and ten universities throughout the country and talked with administrators and faculty members at all of these institutions. The book is divided into five chapters. The first traces the decline of the humanities in the American college curriculum. Chapters two through four are concerned with experimental programs and courses now in operation, new instructional techniques, and the personnel presently responsible for teaching the humanities. The final chapter discusses the future of the humanities and offers recommendations looking toward their vigorous rebirth.

Professor Millett expresses the belief that the humanities must regain a primary place in the curriculum. Before this is possible those responsible for teaching them must clarify objectives. He realizes the complexity and the obscurity of the problem but insists that there is one element common to the humanities—their concern with human values. There are values peculiar to the sciences and values common to the sciences and the humanities, but he states that "it is possible

and necessary to contend that the disciplines represent a scale of values, and that the humanities are unequivocally at the top of that scale." The humanities rank as the highest discipline because they are concerned not alone with physical or social values but with individual and humane ones. The contemporary loss by the humanities of their primary position in higher education is explained by the dominant scientific and materialistic climate of the modern world, by the competition the humanities face in the multiplication of subject matters and departments, with the resulting obscuration of the objectives of liberal education and the application of inappropriate scientific methods to humanistic material as a defense against scientific competitors.

Professor Millett has harsh words for the present Ph.D. regimen, with its narrow specialization and its unhealthy ability to drain the vitality from prospective teachers. College administrators are criticized for their failure to furnish a far-sighted, vigorous leadership conscious of the functions and purposes of the institutions over which they preside. Liberal arts education should "teach men and women how to make, not better livings, but better lives. It achieves, or attempts to achieve, this objective by developing, not the student's mechanical or technical or even organizational and managerial capacities, but

his intellectual, esthetic, and spiritual powers."

All three of these books are well worth reading. Those by Professors Barzun and Millett especially contain pertinent material of interest to librarians. They both discuss administrative problems, the weaknesses and dangers of the present Ph.D. program, the menace of overspecialization, overemphasis on the materialistic element, and the interest in facts, with the consequent loss of interest in human values. These problems, related as they are to both instruction and research, are of direct interest to librarians in all areas of service. Professor Barzun offers a personal reaction to certain library practices, and the North Central Association study discloses an apparent trend toward broad divisional groupings in the curriculum as contrasted to arrangement along strict departmental lines. This movement might very easily bring with it a greater centralization of readers' services.

There is one thing that all of these studies suggest: closer understanding and cooperation among faculty, students, and librarians will become more, rather than less, necessary, if the job to be done is to be done adequately. Certainly the college librarian will need to keep abreast of new developments in educational thought.—*John H. Berthel, acting librarian, Columbia College Library, New York City.*

## Sources on Industrial Hygiene

U.S. Public Health Service. *Bibliography of Industrial Hygiene 1900-1943, a Selected List.* Compiled by Ellen F. Bellingham, J. J. Bloomfield, and Waldemar C. Dreesen. Public Health Bulletin No. 289. Washington, 1945. 95p.

This is a small but welcome addition to the literature of public health in general and industrial hygiene in particular. Its limitations as to scope and form of entry are freely admitted by the compilers, but the compactness and the general organization of the bibliography make it valuable, both as a handy reference tool and as an introduction to the entire field of industrial hygiene.

The years covered, 1900-43, with a few citations of the more important contributions

appearing in the early part of 1944, seem adequate to present a picture of the field of industrial hygiene as we understand the term today. Although the antecedents of this branch of public health go back much farther, the development has been most rapid since the turn of the century and the significance of the modern conception of the term lies almost entirely within the period covered by this volume.

The general utility of the bibliography, from the librarian's standpoint, is enhanced by a fairly complete table of contents and a generous sprinkling of *See* and *See Also* references.—*Seymour Robb, librarian, College of Physicians and Surgeons, Columbia University, New York City.*