

ris, Fitzgerald, Thackeray, Dickens, and Stevenson) are fairly strong.

Lindley Bynum, special assistant to the president, describing the holdings in western Americana, notes that the Montana collection, purchased in 1924, contains nearly two thousand bound volumes, nearly three thousand pamphlets, magazines, excerpts, and the like, as well as numerous maps, pictures, unbound newspapers, books of clippings, letter files, and legal papers. The collection was notably strengthened in 1939 by the purchase of the Willard S. Morse library of Bret Harte material. "Thus," concludes Mr. Bynum, "although the western Americana in the Clark library should be regarded as supplemental to the western materials in the University Library, in at least two fields of Montana history and Bret Harte it may be used as a source."

Fine Printing

One further facet of the Clark library is to be noticed, that of "Fine Printing," which is discussed by H. Richard Archer, now in charge of the library. Mr. Clark, he tells us, was more than just a collector of fine books. He was "so much interested in fine printing that he would select from his collection some book of which he was especially fond, see that it was properly edited, and have it reprinted." In one instance, at least, his editors failed him; it in no respect detracts from the memory of this generous philanthropist

to recall that at his behest and expense the Wise forgery of the famous "Reading Sonnets" was reproduced in careful facsimile.

Mr. Clark's collection of the Kelmscott and Doves presses is virtually complete, as is that of the work of his favorite among western printers, John Henry Nash. Other modern presses and certain early ones are represented by typical specimens. For the practical side of the graphic arts, there is good coverage in printing practice, type founding, bookselling, binding, illustration, descriptive bibliography, and related topics. Since the library has become the charge of the university, reference books on the graphic arts have more than doubled in number.

The William Andrews Clark Library is a young one, and it is the property of a young university. One predominating characteristic of youth is the tendency toward growth, and in this the Clark library is no exception. At the time of the death of its founder in 1934 it numbered eighteen thousand volumes. It has nearly doubled in size in the intervening decade. As Dr. Powell's report stresses, that growth has not been haphazard and uncontrolled but carefully planned and fostered to bring to it the maximum of scholarly usefulness, in accord with the ideas of the founder as they were expressed both in the deed of gift and in the way in which he himself developed his collection. That procedure might well serve as a model for librarians.—*Roland Baughman.*

Implications of Armed Services Educational Programs

Opinions on Gains for American Education from Wartime Armed Services Training. By M. M. Chambers. A Preliminary Exploratory Report for the Commission on Implications of Armed Services Educational Programs. Washington, D.C., American Council on Education, 1946. vii, 78p.

Utilizing Human Talent. Armed Services Selection and Classification Procedures. By Frederick B. Davis for the Commission on Implications of Armed Services Educational Programs. Washington, D.C., American Council on Education, 1947. ix, 85p.

Audio-Visual Aids in the Armed Services. Implications for American Education. By

John R. Miles and Charles R. Spain for the Commission on Implications of Armed Services Educational Programs. Washington, D.C., American Council on Education, 1947. xi, 96p.

About two years ago the American Council on Education received a grant of \$150,000 from the Carnegie Foundation and the General Education Board for a study "to find effective means of evaluating military experience for its potential significance to civilian institutions and to facilitate the understanding and adoption of those features of the military and educational programs which will improve education and training in civilian life."¹

¹Zook, George F. *Educational Record* 27:261, July 1946.

To execute the investigation the council set up a twelve-member Commission on Implications of Armed Services Educational Programs (Edmund E. Day, chairman, and Alonzo G. Grace, director). Included in the proposed study were the following topics: special training, motivation, instructional materials and methods, therapy and mental hygiene, nonmilitary educational activities, variable factors affecting adjustment, special research techniques, and classification, assignment, and selection. Two years were thought sufficient to complete the study. But in October 1946, three months short of the grant's two years, the commission reported that its findings would not be ready for the press for many more months, though its major research was completed, and indicated that its final report will consist of a major general report and several staff monographs treating specific areas of the investigation.² With the recent publication of Davis' work we now know the exact titles and authors of the twelve monographs in the commission's series. The first three published to date are here under review.

It seems clear that the important general report of the Commission on Implications ("Educational Lessons from Wartime Training") will follow the others into print. Yet the reports which have recently been published are not without significance for the profession of education, administrator and teacher alike, as well as for the library profession which likewise may profit greatly from it in terms of awareness and trends in the areas of adult and general education. The first of these, assembled by M. M. Chambers, does not evaluate, make conclusions, or offer recommendations; it is preliminary and exploratory. His report is timely, for it presents a fair and equitable selection of the opinions and experiences of both veteran students and educators that amounts, in effect, to a cross section of national opinion on some aspects of the implications of armed services educational (and training) programs and their impact on civilian education. The respondents to the questionnaire sent out were all formerly connected with the vast and varied armed services training programs in some capacity or

other, as student, teacher, administrator, now representing, on the one hand, 2,000 veterans in various types of educational institutions all over the country, and, on the other hand, 350 educators, from high school teachers to college presidents.

Chambers' work comprises four chapters, the last being the detailed, annotated "Bibliography on Implications of Armed Services Training" (p. 54-78) which is offered as "an immediate service to the friends and practitioners of education who wish to read briefly, think well, weigh wisely, and in some instances apply the suggestions which have already been advanced by various observers and writers and published in readily accessible form." This most complete compilation represents a genuine service to educators in any earnest approach to a comprehensive evaluation of the challenges and implications pertinent to their profession.

The remaining chapters tabulate the opinions of educators who were active as educators in the armed forces and of war-veteran students. Some of the cogent opinions of the more mature and deeper thinking veteran students call for smaller classes, more practical teachers who will help slow students, greater use of audio-visual educational techniques as well as of recently perfected training devices for demonstration and application, better-written texts. This very definitely confirms the suspicion and forecast of some of our educators—namely, that there is present on our campuses today to a degree greater than at any other time, a growing awareness (in many of our veteran students, at least) of the comparative strengths and weaknesses of their educational experiences, once in the armed services and now in civilian institutions.

The opinions and comments of the educators perhaps form the work's most valuable contribution, for out of these stem the implications of the armed services educational programs for civilian education. Most likely it was the very nature of the work which the armed services had to do—its immediacy of aims, its quick tempo, its emphasis on training rather than on education—that resulted in these more effective techniques, methods, etc.—namely, more and better use of audio-visual aids, clarity and definiteness of aims, more learning by experience, eliminating non-essential content, more frequent achieve-

² American Council on Education, Executive Committee. *Minutes of the Meeting*. . . . Rye, N.Y., Oct. 11, 1946, p. 7.

ment testing, short intensive courses open to qualified and interested students. Educational gains such as these, to be sure, are not totally absent from our present-day institutions, yet there are not many educators and administrators who are sufficiently concerned about them.

It is worthy of note that the opinions of educators are very strong in the matter of a need for increased subsistence (from federal, state, city, industry, private sources) in the form of financial hardship scholarships over and above the current benefits available to veterans. These are essential, as others have pointed out (notably J. B. Conant, D. S. Brainard, F. W. Hoover, Maj. Gen. W. L. Weible, director of training, Army Service Forces), if we are to enjoy the fruits of the labors, talents, and genius of our hitherto unsuccessfully tapped potentially productive, financially insolvent human resources.

Chambers' report affords an unslanted glimpse of opinion as it exists today in the segment of American life represented by the educators and veteran students called upon to comment. Within this limited framework, significant exploratory implications for the profession of education and, hence, for librarianship stand out and challenge. Nothing is settled and no intent is implied which could be interpreted to set up armed services education as superior to civilian education as a whole. But there is no doubt that the former has harvested some valuable gains for education which cannot be ignored. In its cross section of opinions, moreover, this report presents an insight and possible forecast of major trends in education in this country. With respect to our profession, what applies to education in general applies with equal force to education for librarianship. And this is true particularly in the area of course content, type of instruction (graduate or undergraduate?), methods and techniques (why not visual aids?), curricula, technical training versus professional education. Librarians are potent agents in the educative process. It is especially important for them now to be mindful of the challenging implications of the gains of armed services educational programs for civilian education if they are to contribute significantly to the labors of our educational thinkers and teachers toward the progress of education in this country.

Audio-Visual Aids

The study, *Audio-Visual Aids in the Armed Services*, first presents a history of multi-sensory aids in the military setting treating their use, production, and distribution, the services' own criticism and evaluation of their utilization and effectiveness, and then states and discusses the implications of multi-sensory aids for civilian education. A selected bibliography closes the work.

The program of training aids developed in the Army and Navy is not an innovation in American education, though the services did utilize sensory aids far more than did most civilian schools prior to the war; rather, as in the case of selection and classification of personnel, the program was based to a large extent on previous research and practice completed outside the military setting. In the services, cost was no limiting factor in the production of the best training materials possible. This was a happy situation for the educators in the services who were able for the first time to concentrate attention and effort in determining what was needed to accomplish the objectives of training. That they did a good job in the area of sensory aids is attested by the overwhelming positive effectiveness of the training aids programs in the services. The cumulative implication of the eleven implications stated, discussed, and evaluated in the study dovetails neatly with the results we can hope for in the use of the testing and measurement procedures (see below) and is stated thus: "[training] aids should be considered essential to the achievement of the goals of civilian education—the continual development of both that [!] vocational and social competence which will enable youth to contribute to the maximum in a democratic society."

This study provides unbiased suggestions toward improving instructional programs through the use of multi-sensory aids to learning. Librarians will read this study with professional profit: (1) education for librarianship can be made more effective: certainly there are numerous classroom situations in library schools which can be put across better through the use of some training aid; (2) public libraries can reach a wider public more effectively, particularly through their important adult education programs ("one picture is

worth ten thousand words"); (3) especially school and college libraries, through the use of film and filmstrips, can describe the library to their clientele from the points of view of services offered, how to use bibliothecal tools, the organization, operation, and aims of the library.

Classifying Personnel

In his monograph, *Utilizing Human Talent*, Davis describes the various procedures used by the armed services to select and classify men and women for the purpose of fitting the right person to the right job in the armed forces. The major emphasis of the work, however, is on the implications of these successful procedures for civilian education in the areas of aptitude testing, guidance, and counseling as they pertain to the admission and selection policies and practices in our schools and colleges. Altogether, there are frankly discussed and aggressively evaluated ten implications which should be a practical guide to school administrators, test constructors, and leaders in guidance. Two brief appendices present information of interest mainly to technicians of testing and measurement. A valuable selected bibliography concludes the work.

The implications herein derived are not new; generally speaking, the principles underlying them have been for many years advocated by psychologists and educators. Nor is this strange, since the armed services' selection and classification procedures were founded on well-established principles and executed by educators and psychologists drawn from civilian life for that very purpose. Under no circumstances, however, must the procedures used in the armed forces be copied blindly,

the author warns, inasmuch as the problems attaching to selecting and classifying manpower for military duty were different from those associated with the educational and vocational guidance of civilians. Consequently, adaptations of the Army and Navy procedures are pointed out and discussed where they are applicable and of practical significance to civilian education.

The youth of America would be better served and the country's course in peacetime more soundly advanced were we to heed these pertinent lessons learned during wartime. Now the emphasis will necessarily shift from arbitrary selection and direction of persons for the sole purpose of achieving military efficiency; rather, the scientific testing procedures should be used to advise and to guide students to make wise educational and vocational choices, to encourage individuals who have exceptional or specialized talents "to study and work in fields that match their abilities in which they can be happy and make their maximum contribution to society as a whole."

Davis' work is a forceful, documented statement of one of education's most practical potential contributions to society. It is a challenge to school administrators and places the emphasis of our educational problems where it belongs, on the student himself. If the procedures detailed and discussed by Davis can help the student in his educational or vocational choice, for which he appears to be endowed, and gains for him a correlated but dynamic personal, social, and political equilibrium, by this effort alone could education become one of the most potent single forces working toward a sane world.—*William A. Kozumplik.*