

without benefit of control groups of more normal individuals who need time to think and to argue in order to properly assimilate the many and varied ideas presented to them in the course of a normal college program.

A section is devoted to the integration of areas of knowledge. Two programs are described. One of them is a course on foundations of national power given as a portion of the Navy V-12 program, first at Princeton University, and later at a number of other institutions. The course was undoubtedly an important one and certainly was needed by the future naval officers enrolled in the V-12 program, but the implication that an integrated course in international relations could not or would not have been developed under other than Navy auspices, is more than a little far-fetched. Collaboration among scholars in different disciplines in the teaching of integrated courses was already a fact to many progressive institutions long before the war.

The other example of the integration of areas of knowledge is the so-called C course given to pre-meteorology students at seventeen different institutions. The course included work in mathematics, physics, history, geography, and English. The course was developed in conference by instructors from all of the institutions. Examinations were held independently and objectively by examining boards not composed of the men who taught the courses. Thus a large number of students in seventeen institutions were studying a common required curriculum and taking a common examination not prepared by their instructors. Such cooperation in teaching and examination was found in general to be satisfactory but the observation is made in summary that (1) a common required curriculum can be taught well by a number of faculty only if the faculty believe in it, and (2) a common standard examination always invites instructors to coach their pupils rather

than to teach the subject. Whether or not these two disadvantages outweigh the benefit to faculty, institutions, and armed services is not stated, nor is evidence presented to substantiate one viewpoint or the other.

The volume ends with a chapter having the intriguing title "The Effects of Wartime Research upon Institutions of Higher Learning," but the chapter does not bring out the promise suggested in the title. It begins with an excellent historical statement, complete with documentation, of the various research programs instigated and fostered by various government agencies during the war. This is interesting and important as a matter of record, but nothing of significance is said concerning the effect of wartime research on the institutions in which the research was conducted. The investigation of this highly important and controversial subject was based on a fairly general questionnaire sent to twenty-nine institutions. The reporting here is in the form of fairly random comments from those institutions, all of them personal and subjective in nature, presented without any attempt at organization. The result is a welter of confused personal and unidentified opinion. Tabulations of these random replies would probably result in an equal number of comments for and against wartime research, providing precisely no evidence on its over-all effect upon institutions the country over.

The book, I repeat, had to be written. Too much time, overtime, effort, and more effort was expended by thousands of teachers and administrators in the wartime job of educating young men to do special and important jobs in the armed services to allow these efforts to go unrecorded, and without some attempt at evaluation. The recording has been done. The evaluation is still wanting.—*LeRoy Charles Merritt, School of Librarianship, University of California, Berkeley.*

## Bosworth of Oberlin

*The Biography of a Mind: Bosworth of Oberlin.* By Ernest Pye. Chicago, Lakeside Press, 1948. 2v. \$8.00. Order to Otis C. McKee, Oberlin, O.

This treatment of the career of a notable American religious thinker contains notes

which merit attention from men and women concerned with the discovery and dissemination of knowledge. They follow from the effort, which was prominent with Edward Increase Bosworth, to invoke facts and to reckon with reality in the interpretation of

things spiritual.

Two chapters entitled "The Scientific Spirit in Religious Experience" deal with this endeavor, which stood for confidence in the potential unity of "intellectual integrity and vital religion." They portray the conflicts of which Bosworth was conscious as he surveyed the Christian thought of his time; the essence of the scientific spirit as it impressed him in relation to religious matters; the principles he emphasized in making the approach to religion both reverent and rational.

Bosworth aimed at full acceptance of the scientific method, but with affirmation that much of the truth to be dealt with, even in the physical world, is not objectively demonstrable. Then, holding that negation can have small part in a universe which patently is developing and expanding, he refused to consider it the sole alternative to conviction based on positive proofs, and thus left the way open for whatever realities intuition and informed judgment might identify, after

scrutiny of the total array of available facts and experience.

The endeavor of Bosworth to view religion in the light of science corresponded with the contemporary tendency of scientists to discern religious significance in their findings. In seeking in his own field to accord place to all the evidence, he adopted a course which hardly can be assailed, even by those who might distrust the conclusions likely to follow its pursuit in particular cases; or who, specifically, might not conceive the causative energy of creation in terms of a fatherly God, as Bosworth did, nor look upon human life and personality as the ultimate expression of that energy.

With *The Biography of a Mind* there is published a companion volume captioned *The Christian Religion and Human Progress*, in which are assembled various published and unpublished addresses of Dr. Bosworth.—*Ernest James Reece, White Plains, New York.*

## Alabama Author Headings

*Author Headings for the Official Publications of the State of Alabama.* By Anne Ethelyn Markley. Chicago, American Library Association, 1948, xviii, 123p. \$4.75.

This list of the names of the government departments, bureaus and other agencies of the territory and state of Alabama is important in itself and even more noteworthy as the first volume of a projected series of similar publications to cover the forty-eight states and the District of Columbia. Thirty-seven others are completed or in progress. A careful study of this one leads one to wish Godspeed to their compilers and to the A.L.A. in its publication of them. For here, even at the seemingly high price of \$4.75, is one answer to the oft-repeated question: "How can we cut our cataloging costs?"

It is generally agreed that official publications must be cataloged under the names of their issuing bodies, assuming that those names are known or can be determined by a method practicable for library use. However, to obtain that knowledge is a time-consuming and costly process performed over and over in the various libraries of the country with varying degrees of success, be-

cause until now there has been no one good source for the information. Each cataloger has had to ferret it out of the statutes or depend upon inadequate secondary sources. Most American libraries have tried to get their information about the names of state agencies from Library of Congress cards. Their success, at least as far as Alabama is concerned, is clearly demonstrated by a comparison of the Markley list with the Library of Congress catalog. The printed list presents 521 names of state departments, boards, bureaus, commissions, etc., both current and obsolete, of the state and territory of Alabama, and several times that many references from other forms of the names. The Library of Congress catalog reveals only 148 Alabama headings plus the corresponding references. About twenty-five of these seem to be given in a form which is obsolete or which was incorrect in the first place. Many of the earlier headings were established solely on the basis of information to be found in the publication being cataloged, a procedure which frequently proves to be uneconomical in the case of official publications, but one that is sometimes unavoidable. This means that at the pres-