

one could say that the typewriter typeface is "nice" and "open." The reviewer's copy of the book is coming apart at the front inner hinge.

Condolences to the editor, contributors, and publisher! This is not a very good book and is not recommended to any but the most basic reference collection—*Marcus A. McCorison, American Antiquarian Society, Worcester, Massachusetts.*

University Library History: An International Review. Edited by James Thompson. New York: K. G. Saur/Clive Bingley, 1980. 330p. \$35. ISBN 0-85157-304-5. (Available from: The Shoe String Press, 995 Sherman Ave., Hamden, CT 06514.)

Although the title is a misnomer, *University Library History* is an interesting book and well worth reading by the academic librarian. It is not, strictly speaking, a history, nor is it an "international review." Among the fifteen essays, three might be regarded as history but the majority can only be regarded as perceptive observations of the growth of academic libraries in the United States and Great Britain from the twenties to the present, with great emphasis upon the emergence of the academic library as a large complex organization of relatively recent origin.

Anyone like the reviewer, who has only modest knowledge of the growth of British academic libraries, will be struck by the parallel growths in collection development, processing, staffing, buildings, and financial support in the two countries. The British university libraries grew as collections of collections (there is a very interesting first chapter on the University of Manchester by F. W. Ratcliffe), they were often starved for adequate support for materials and staff salaries, and they did not secure funds for buildings until theirs were crowded and inefficient. These problems are similar to those of this country, but with a time lag of perhaps twenty-five years. After the American universities "flight to LC" in post-World War II, some librarians may be surprised to learn that over 50 percent of the British university libraries use the LC classification scheme (p.4, 153). Indeed Alan Jeffreys asserts that "British university libraries are almost totally reliant on American schemes of classification and show almost no signs of being directly

influenced by any other school of thought." (p.154). There are good comparative tables on a variety of topics: collections, p. 12-17, 49; staffing, p.112, 121-24, and facilities, p. 248-49. Moreover, the battle within the Library Association among university librarians and public librarians which ultimately resulted in the formation of the Standing Conference of National and University Libraries (SCONUL) bears striking resemblance to the love/hate relationship of ALA and its siblings, ARL and ACRL.

The essays were written by thoughtful British and American academic librarians, including such well-known persons as David Kaser, Jerrold Orne, and John Y. Cole from the U.S., and R. O. MacKenna and Norman Roberts from the U.K.

In addition to the Ratcliffe essay, this reviewer found the following essays of particular interest: J. M. Smethurst on library staffing in the United Kingdom since World War II, MacKenna on library organization, Norman Roberts on library financing, and T. H. Bowyer on SCONUL.

Two other essays warrant careful reading by the American academic librarian: Geoffrey Briggs on university library development in Canada and a superb essay by Harrison Bryan on university library development in Australia and New Zealand with accompanying statistical tables, (p.306-14). Aside from these two essays, the only other essay dealing with non-U.S. and non-U.K. university libraries is a dull essay on Italian university libraries in the past century. Thus my comment that this is not truly "an international review."

There are useful references to various reports, e.g., the University Grants Committee, and the Robbins (1963), Parry (1967), and Atkinson (1976) Reports, etc., which may provide thoughtful comparisons as one sorts out the future of American academic libraries as they relate to the U.S. government. The essayists show familiarity with the monographic and journal literature as well as the report literature. There are a few typographical errors, e.g., citing Wilson beginning at GLS in 1938, and a few inaccuracies, but the work as a whole is free of such impediments.

In comparing U.S. and U.K. university libraries one notes a real difference in the edu-

cational approach. One gathers that prior to World War II, U. K. university libraries were well-selected, carefully targeted research collections primarily for use by faculty scholars. Afterwards, with the expansion of enrollments and the emergence of new universities, librarians had to pay more attention to undergraduates. Thanks to the University Grants system, there was a brief period of expansion in the sixties. However, like U.S. librarians, the U.K. librarians had to contend with declining financial resources in the seventies and the future seems unpromising. Nonetheless, as the editor notes, the best evidence that university libraries will maintain the advances made in the last few decades may well be "the record of their achievements in the face of past adversity."

Perhaps the reviewer should end on that optimistic note. In concluding, he does suggest that this is a very good book for those pondering the future of university library development in both the U.S. and the U.K. If read along with Arthur Hamlin's recent book, *The University Library in the United States*, this book might provide a better perspective not only on where we've been but on where we might be going.—Edward G. Holley, *University of North Carolina at Chapel Hill*.

Coburn, Louis. *Classroom and Field: The Internship in American Library Education*. Queens College Studies in Librarianship, no.3. Flushing, N.Y.: Queens College of the City University of N.Y., 1980. 77p. \$7.50, paper. LC 80-25608. ISBN 0-930146-14-X. ISSN 0146-8677.

In his introduction to *Classroom and Field: The Internship in American Library Education*, Dr. Louis Coburn, a professor of library science at Queens College, states that his purpose in writing the volume was to provide impetus to a reappraisal of the internship process in library education. Since so many schools have introduced or reintroduced the internship into their programs and increasing numbers of educators and librarians are involved, the material presented should be of interest to a larger audience than library school faculty.

The first chapter of this slim volume gives an overview of internships and field experience from the time of Dewey (who, as is well

known, advocated a system of apprenticeships) to survey studies of the mid-seventies. It is a succinct, well-documented account of the research, literature, and personal opinions of librarians and educators on where field experience belongs in the curriculum, and would make a good starting point for learning or refreshing one's memory on the topic.

The main part of the work is devoted to a study of the present status of the internship in the accredited library schools. The data are based primarily on the results of a questionnaire which Coburn sent to the schools in December 1977. Additional information was found in the official bulletins of the schools. Of the sixty-three schools queried, thirteen indicated that no formal internships were offered. Five of the thirteen, however, were Canadian schools with two-year programs which generally expect students to acquire experience on their own sometime before graduation. In addition to the text, tables and charts show details on various aspects of the internship programs such as amount of credit offered, hours of service required, whether remuneration is expected or allowed, grading practices, and the evaluation process. Since Coburn's major interest was in the evaluation, all of chapter III is devoted to this topic. Rating scales and other types of evaluation forms both for supervisors and for students are discussed. Also considered is the thorny question of students' rights with regard to the disposition of such records.

In the fourth chapter the author presents a case study of the internship program at Queens College from its inception in 1973 to the time of writing. Details are given on where the students interned, the types of evaluations used, how the students were rated, the term paper requirement, and the students' evaluation of their experience. The final chapter, followed by an extensive bibliography, summarizes the findings and makes some specific recommendations based on them.

The work is well written in a straightforward style and should be helpful both to faculty and library supervisors. The many references both in the notes and the bibliography will direct the reader to other studies for further information. Its main drawback, however, is that it is based on data gathered in