

From all of this it becomes clear that both the librarians and the scholars are conscious of critical problems affecting research libraries. On the whole the librarians are more conscious of the ramifications of the problems than are the scholars. While there are a large number of solutions and partial solutions suggested, there is no real unanimity on the direction in which solutions are most likely to be found. Furthermore it is important to note that many of the proffered answers are unlikely to be within our grasp in the immediate future. Above all it is apparent that there are major gaps in our general knowledge of scholarly needs and behavior that urgently require filling, if we are to find appropriate answers. It is in the stimulus to such thinking that the principal value of this book rests. We congratulate the University of Pennsylvania on this highly constructive observation of the 200th anniversary of the founding of its library.—*Herman H. Fussler, University of Chicago Library.*

Philosophy of Professional Education

Social Work Education in the United States; the report of a study made for the National Council on Social Work Education. By Ernest V. Hollis and Alice L. Taylor. New York, Columbia University Press, 1951. xviii, 422p. \$5.50.

Librarians familiar with the activities leading to presentation of standards for accreditation by the American Library Association's Board of Education for Librarianship to the Association's Council last summer, will remember the senior author of this study, Ernest V. Hollis, for his two appearances before groups of the library profession in the interests of clarifying basic issues and reaching an understanding of the proper role of an accrediting body within a profession. In the opinion of this reviewer, then chairman of the Board of Education for Librarianship, Hollis' steady hand based on wide experience and study of professional education was a significant factor in producing a document which received the Council's unanimous approval (reported in *American Library Association Bulletin* 46: 48-9, February, 1952).

This study of social work education was

done with the assistance of Alice L. Taylor, training consultant, Bureau of Public Assistance, Federal Security Agency, and in consultation with many others in the field of higher education in general and social work education in particular. Titles of the three major sections describe its scope: I. Foundations for Educational Planning; II. Charting a course for Social Work Education; and III. Implications: Translating the report into action. The book is reviewed here, not so much for its contribution to the field of Social Work Education, which will no doubt be considerable, but rather for its relevance to current problems in developing a sound program of professional education for librarianship. The questions in common with librarianship are many including: (1) need for a more thorough understanding of the evolution of education for librarianship; (2) need to define more clearly the scope and status of library work and to take cognizance of the probable future role of librarians in a highly complex society; (3) decisions as to the respective roles of the undergraduate and graduate colleges in the professional education of librarians and the desirable administrative structure within institutions of higher education; (4) educational responsibilities of professional associations; (5) accreditation. Except for some elision and the substitution of library work for social work, the above topics are actually the chapter headings of the Hollis-Taylor study.

Working backwards with respect to the above list of topics, six different organizations are now engaged in some form of accreditation of social work education or have expressed such intentions: (1) American Association of Medical Social Workers; (2) American Association of Psychiatric Social Workers; (3) American Association of Group Workers; (4) National Association of School Social Workers; (5) American Association of Schools of Social Work (54 schools accredited up to 1950); and (6) National Association of Schools of Social Work Administration (listing 39 members in 1950). The first four are individual membership organizations, the last two, associations of institutions. A fundamental cleavage between the latter stems from differences of opinion on the amount of general education that should precede the professional program and on the nature of preprofessional

courses. The National Association advocates beginning a professional program as early as the junior year and including semiprofessional and professional content in the senior year of undergraduate study. The American Association in contrast, restricts professional courses to the postbachelor's degree level of study and recommends a less fixed sequence of professional courses to undergraduate colleges. The inability of these two associations to resolve their differences was a primary cause of this study of social work education. One of the major outcomes expected is the development of a proposal on which all major segments of the profession can reach a working agreement and present a united front to the National Commission on Accrediting and to the general public.

Librarians may have reason to be thankful that they are not quite like the social workers in this respect. Still, we already have or have been on the verge of having something like this same complex of accrediting interests (e.g., Association of American Library Schools, American Library Association through the Board of Education for Librarianship; Joint Committee on Library Education; Medical Library Association's activities in certifying medical librarians; Council on Library Education, etc.)

The Hollis-Taylor program for resolving differences and presenting a united front is of particular interest. It would accept as a kind of premise that the character of a profession is largely determined by what it is willing to accredit as education. It would have those concerned examine the concept that education for social work, as is true for all professions, is really a whole and indivisible process which educators divide into undergraduate and graduate segments, largely for administrative convenience. It would have those concerned reach a working consensus for establishing a line of demarcation between graduate and undergraduate preparation suggesting that the nature and quality of the latter be left as a primary responsibility of those who manage and accredit undergraduate colleges.

With agreement on what *not* to accredit, agreement is needed on what is to be included in the graduate professional program, and equally important, the relationship between the basic or generic curriculum and education for the several specializations. A good case

is made with evidence and by analysis for a different kind of basic curriculum drawing more heavily on the relevant concepts from such fields as genetics, physiology, medicine, psychiatry, psychology, economics, political science, and anthropology; and enriched by concepts developed by and now taught in the different social work specializations.

Within agreed-upon boundaries and understandings as to the nature of graduate professional social work education, a duly authorized accrediting commission operating under the auspices of the National Council on Social Work Education or its equivalent could establish criteria, norms, regulations and procedures by which the program and facilities of a school could be evaluated. All of the organized major segments of the profession could be represented on this commission, as well as university administration and the public. The several school and practitioner associations mentioned earlier would delegate their accrediting functions to the commission. It would not be administratively and fiscally dependent on any one school, practitioner, or agency membership association. Decisions would be final and not subject to review by the sponsoring Council, although the Council would review from time to time the policies which constitute the mandate under which the commission works. The commission would thus perform the policy-forming and judicial functions required for making and enforcing accrediting policies and procedures.

Accrediting was stressed in this review first because the study sought primarily to resolve this problem in social work education, and second, because of the similarity of the problem to that of the library profession. Other sections of the study have much to offer those concerned with professional education for librarianship. No panaceas are offered. Still, the problems common to professional education regardless of area are analyzed and possible solutions suggested, but almost always (and I think properly) leaving final decisions to social workers and those responsible for social work education.

This reviewer is left with impressions not unlike that following a first reading of the report of the Inter-Professions Conference on education for professional responsibility, held at Buck Hill Falls, Pa., in 1948. (Pittsburgh, Carnegie Press [1948]): (1) what we don't

know about professional education in each and all of its aspects far exceeds what we know; (2) the problems and possibly the solutions are not much different as between the professions; (3) we may be expecting far too much to happen to a student in one, two or even three years of professional study even though in addition to four years of college; (4) the librarians have done no worse and may well be doing better than average for the professions including those with a longer experience such as Law, Medicine, and Theology; (5) meaningful improvements are likely to come slowly and then only if the importance of the task is recognized by the profession as a whole and in terms of substantial time, effort and energy devoted to it.—Richard H. Logsdon, *Columbia University Libraries*.

Books and Printing

Books and Printing: A Treasury for Typophiles. Ed. by Paul A. Bennett. Cleveland and New York, World Publishing Company, 1951. 417p. \$7.50.

A treasury says Webster, with all the exactitude and cool inadequacy of a lexicographer's definition, is "a place or building in which stores of wealth are deposited . . . any repository for treasure . . . hence, a work containing much knowledge, wit, or the like."

It is to be hoped that no editor would lightly assign to a volume that he had nurtured into existence the sub-title "A Treasury of . . ." or "A Treasury for . . ." without first carefully searching both his conscience and his text to be sure that he was perfectly justified in so doing. While those of the literary calling are less apt perhaps than are their commercial brothers who make patent medicines and breakfast foods to be apprehended by the guardians of the law for little misrepresentations of the character of their products, one likes to think that on the whole the world of books is a realm wherein the producers are folk of honesty as well as humility who would not claim more for their wares than they really are: that any collection or anthology was a treasury unless it really was such.

Happily, it can be reported that Paul A. Bennett's *Books and Printing* as "A Treasury for Typophiles" is a treasury in a far richer sense than that expressed by the "harmless drudges" (as Doctor Johnson styled dictionary

makers) of the Merriam Company.

Bennett presents a galaxy of great modern bookmen represented by some of their best short writings. Of the forty-two articles and essays, all save an excerpt from James Watson's *History of the Art of Printing* (1713) and a dialogue (late 19th century) by Theodore Low DeVinnie are of the period 1919 to 1951. A few of the pieces have been revised or supplemented by postscripts for inclusion in the present volume.

Books and Printing is not primarily of an historical nature, nor is it a textbook. It is, rather, a blending of some historical and biographical elements with treatises on a great number of different aspects of type, printing, and bookmaking in general, forming a collection which may be picked up or laid down at any point and still fulfill its purpose of adding riches to "the savings account of your memory."

With regard to the material included, the editor notes, "Where there was a choice, the preference was for the author with a point of view and the ability to express it interestingly." The measure of his success in selection lies in the realization that disparity of quality between the many parts, which is sometimes great and discouraging in such works, is but little, if at all, apparent here.

The opening chapter, Otto F. Ege's "The Story of the Alphabet," traces, character by character, the physical development of our twenty-six letters. Next, Lancelot Hogben's "Printing, Paper and Playing Cards" tells the history of the use of the alphabet.

This sets the stage for the essays that follow, dealing with the specialized and the general, the theoretical and the practical in all phases of the book arts and typography. There is Ruth S. Granniss on colophons, Edward Rowe Mores on metal flowers, and Edwin Elliott Willoughby, familiar to *Library Quarterly* readers, on printers' marks. Present are Wroth and McKerrow, Morison and Gill, Rogers and Updike, and a host of others.

Porter Garnett's engaging treatment of fine printing, "The Ideal Book," is included, while W. A. Dwiggin, Desmond Flower, and Robert Josephy each discuss quality of present-day bookmaking, its accomplishments and failures. Two subjects, both of which are covered by a group of interesting essays, are private presses and the concept of "traditional"