

use of reading machines. One other limitation not mentioned is that current records which involve comparisons between documents, as most current records do, cannot be used efficiently on films because of the time involved in threading films in and out of the reading machines.—*Margaret C. Norton, Archives Division, Illinois State Library, Springfield.*

Report of the President [of the Carnegie Corporation]. Carnegie Corporation of New York, 522 Fifth Ave., New York, 1939. 90p.

ACCORDING to President Keppel, the Carnegie Corporation does not consider the year 1938-39 to be one of outstanding achievement in its history. Be that as it may, no person concerned with the problems of higher education should fail to read this report, for it indicates the difficulties that beset a group of men earnestly trying to direct the resources of a huge fund into the most productive American and British educational channels. The problems, plans, hopes, and fears of such men are of vital interest to those of us who are trying to achieve a better educational system.

Especially interesting to this reviewer are the discussion of a somewhat new emphasis upon timeliness in making certain grants, the remarks upon general education and the relation of the professions to the community, and the conclusion, in which the progress of the American people in the fields of interest of the corporation since its creation in 1911 is surveyed.

The report begins with an account of the general effect of world-wide unrest and uncertainty upon the investment policies of the corporation. These policies have been made even more conservative than before with the result that the 5 per

cent interest rate on Carnegie Corporation investments of 1927 has shrunk to 3.04 per cent this year. The dwindling income from investments is one very concrete factor that makes the corporation uncertain about the future. The long-term programs for the development of adult education, library, fine art, and museum facilities which consume about three-fifths of the Carnegie income have not been affected greatly, but the corporation has been very careful in making long-term commitments with the remaining two-fifths.

The main body of the report and a large section of the Appendix summarize the work and appropriations of the corporation so succinctly that a brief review can only send its reader to the original. In the opinion of this reviewer, the report's most challenging idea relates to academic degrees and their slight significance today as signs of educational achievement:

Only in a few strong professions . . . can it be said that the possession of a degree today necessarily means anything. Elsewhere, all too often, a degree as such may mean literally nothing. All over the country teaching and other vacancies are being filled by degrees, not by men or women, the appointing bodies accepting the diploma as a substitute for the tiresome process of really finding out something as to the professional and personal qualifications of individual human beings.

It cannot be too strongly urged upon the corporation that some study be made with a view to the rectification of this situation. Such a study would be arduous and charged with dynamite, for it would touch accrediting standards and agencies, questions of emphasis upon teaching or research for college faculty members, and many other controversial issues. It is possible, however, that a thorough study of academic degrees might throw considerable

light upon the reasons for the shocking short-comings of American collegiate education as shown in the Carnegie study by Learned and Wood entitled *The Student and His Knowledge*.

Dr. Keppel returns to a theme of earlier reports when he calls attention to the importance of fuller consideration of the place of the professionally trained men and women in the community. This year the point carries home to librarians by direct reference to the appointment, within the past eighteen months, of two laymen to influential library positions. Dr. Keppel feels that such appointments should cause us to ask ourselves both whether the layman responsible for selection of men for such posts understands the significance of professional qualifications and also whether our present machinery for the training, not only of librarians but elsewhere throughout the professions, is working adequately.

The conclusion to the report looks backward at the long-term record of the corporation and claims at least a share in certain accomplishments in a number of areas of broad human interests. Since 1911 when the Carnegie Corporation was founded, the American people have accepted the conception of education as a life-long process. The American public is more disposed than formerly to recognize that art is a matter of normal human interest. The influence of the corporation upon libraries and museums has been important. Economic, historic, and social inquiries large and small have been financed. Money has been given to aid in the endowment of colleges and universities and many of these benefits have accrued not only to the American people but to the peoples of the British Dominions and Colonies.

Librarians will be especially interested in twenty-two pages of publications listed in the Appendix. Many of these are of great importance for purchase in college and university libraries.—Neil C. Van Deusen, *Fisk University, Nashville*.

College and University Library Buildings.

Edna Ruth Hanley. American Library Association, 1939. 152p. \$4.50.

THE TITLE of this interesting volume is slightly misleading. It includes only two buildings which house a half million or more volumes and only three which serve 5000 or more students. Doubtless the University of Michigan building was included because the study was made under Dr. Bishop's supervision though his building is by some years the oldest one included. No volume can be considered a study of university buildings which does not include several other buildings of a size and type comparable to Michigan, such as Illinois, Rochester, California, Harvard, Yale. Actually this book is a study of college and *smaller* university library buildings. As such it is eminently satisfying.

The division by price ranges enables a librarian faced with a building problem to examine buildings within reach of his appropriation and to present them to college authorities without being confused by more expensive or cheaper buildings.

The section entitled, "Some Essentials in College Library Planning," is very well done. Personally I would emphasize, even more strongly than Miss Hanley does, the fact that most library buildings of the past, though planned for fifty years, have been seriously outgrown in from twenty to twenty-five years. It is impossible to place too much emphasis on the importance of planning every library