

there are a few surprising omissions, notably, in the reference list, Brunet's *Manuel du Libraire*, Northrup's *Register of Bibliographies*, *Who Was Who*, Rice's *Dictionary of Geological Terms*, Shaw's *Manual of Meteorology*, and *Enciclopedia Italiana*; in the periodical list, *Duke Mathematical Journal*, *Economic History Review*, *E.L.H.*, a *Journal of English Literary History*, and *Speculum*. Presumably these titles have been considered and voted out by the librarians cooperating with the project. The difficulty which the compilers will have in keeping the lists up to date can be illustrated by the fact that the *Annalist* has merged with *Business Week*, *Forum* and *Century* with *Current History* since the periodical list was compiled. Groves' *Dictionary of Music and Musicians* and Thorpe's *Dictionary of Applied Chemistry* have new volumes, Kingzett's *Chemical Encyclopedia* is in its fourth edition, and Langer's *Encyclopedia of World History* now takes the place of Ploetz's *Manual*. This difficulty will be met in part by the "Current Reference Aids" section of *College and Research Libraries*. Would it be possible for those responsible for this section to note items especially suited to the junior college and the four-year liberal arts college?

These are, however, but minor matters, for the fact remains that these two lists are the best tools now available for a self-analysis of reference and periodical holdings for junior college and four-year college libraries. Because of their arrangement, they can be readily used by librarians in conferring with faculty members. They will strengthen the plea of librarians in asking administrative officers for funds for materials of long-time usefulness. In citing items of peculiar interest and value

to institutions in the South, it is to be hoped that they will challenge other regional library groups to go and do likewise. Dr. A. F. Kuhlman, chairman of the Steering Committee on Standards for College Libraries of the Southern Association, and Mrs. Frances Cheney, chairman of the advisory committee, are to be congratulated on achieving these lists which are part of what is modestly termed "A Preliminary and Partial Report on a Project to Develop Criteria for Measuring the Adequacy of College Libraries." —*Flora B. Ludington, Mount Holyoke College, South Hadley, Mass.*

*A New Design for Women's Education.*  
Constance Warren. Stokes, 1940. xiii, 277p. \$2.

*A New Design for Women's Education*, with true Chaucerian gusto "makes avaunt" that Sarah Lawrence College, of which the author is president, and Bennington College as well, were the first in a group of institutions that have broken away from an older educational pattern, in order to create a new design having its center at the point where the interests and the needs of individual students cross. In so doing, they have removed the learning of subject matter from its usual high rank among the offerings of the typical four-year liberal arts college, substituting an educational concept "which has accepted frankly this new objective of making the whole college experience serve each student to the best of its ability rather than serve scholarship as an end in itself."

Miss Warren's description of the new design at Sarah Lawrence is not weighted with the dullness which so often comes from the educator's favorite vice—an infinite capacity for taking pains. Instead, it has a fine quality of readableness, and

it is charged with a genuine enthusiasm for the demolition of regimentation in college education. The book presents with more partiality than judicial detachment the case for a flexible curriculum, for the destruction of artificial barriers between fields of learning, and for the abandonment of such old educational habits as grades and examinations. One special satisfaction in reading this book comes from the frequency with which bibliographical work is stressed as part of each student's program. Evidently this is not mere lip service to the place of the library in the new design, but a sincere confession of faith in the importance of teaching students to move easily and independently among sources of knowledge.

In the best sense, this is a provocative book. It leaves with one reader, at least, a desire to argue the case. One wishes to ask if mathematics, with its orderly and logical progression from part to part, can really be relegated successfully to the category of a tool chest, from which one small screw may be extracted for use in putting together ideas in another course. Will anything but grinding at a language give one understanding of it, so that it may be truly useful? If one is led on gently from enthusiasm to enthusiasm in college, without submitting to the routine of class work, where will one learn the habit of drudgery, upon which success in intellectual work so often depends after college days are over? How can versatility and a light teaching load enable even an unusual professor to give expert guidance in a field related to his own, but of which he is not master? May not superficiality and smartness result under such circumstances and are these less dangerous faults than the rigidity ascribed to work in the more traditional colleges?

Has not "the orderly acquisition of subject matter" as an educational objective of the first importance found vindication forever in the brilliant achievements and constructive work of men and women formed by the scholarly disciplines of hundreds of traditional colleges?

The fair-minded reader of this graceful and stimulating book, in which a progressive college is the protagonist, will not find an answer to his questions in one easy *Aye* or *Nay*. The house of American education is one of many mansions. So long as its rooms are thronged by 1,350,000 students annually, and so long as the path beyond it "leads up hill all the way," there must continue to be "beds for all who come." Evidently the hospitality offered by Sarah Lawrence has found wide and deserved appreciation.—*Blanche Prichard McCrum, Wellesley College Library, Wellesley, Mass.*

*Liberal Education in a Democracy; a Charter for the American College.*  
Stewart G. Cole. Harper, 1940.  
309p. \$3.

THE CONFUSION OF PURPOSE that characterizes the programs of many liberal arts colleges gives rise to this book whose purpose is to discuss questions dealing with the direction the American college is taking in its development, the standards by which it may be guided, and the program by which such standards may be implemented.

Six criteria of excellence in liberal education are presented here by Dr. Cole, former college president. Based upon study of the history of the American college and the psychology of personality, through which students' needs are discovered, these criteria embody an approach somewhat metaphysical in character.