

eron, chief, school housing section, United States Office of Education. Other papers include discussions of "departmentalized" school libraries, and of elementary school libraries.

The final section includes a discussion of planning for such libraries as that of the United States Civil Service Commission, the Upjohn Company (pharmaceutical), and a correctional institution.

The concluding paper, by Donald E. Fearn, is on "Architectural Barriers and the Handicapped, the Infirm, the Elderly, and the Physically Limited." It contains a number of recommended specifications which may well be considered by all persons planning new buildings but especially by college and university librarians.

As in any such collection of papers and proceedings, there is considerable unevenness in quality, and some duplication as well as contradiction. It is necessary for the reader to evaluate those presentations of interest to him, and to keep in mind the source of information being given, as well as the identity of critics and questioners.—*Archie L. McNeal, University of Miami.*

The University of North Carolina Under Consolidation, 1931-1963. By Louis R. Wilson. Chapel Hill: The University of North Carolina Consolidated Office, 1964. xxiii, 483p.

The Depression which began in 1929 dealt North Carolina a severe blow, but one result was that state and university officials decided to take a hard look at the University to assure the protection of its good reputation and the strengthening of its sister institutions in Raleigh and Greensboro. In March 1931 the General Assembly ratified the Act of Consolidation which brought into one system North Carolina State College of Agriculture and Engineering, North Carolina College for Women, and the University of North Carolina. Not everyone was happy with the idea of consolidation, but it was accepted because it afforded a practical means of stretching the limited funds which were available. Dr. Wilson's book records the story through its first thirty-two years with State College and the College for Women emerging as The University of North Carolina at Raleigh and The Univer-

sity of North Carolina at Greensboro. Affording, as it does, an example of what can be accomplished through intelligent leadership and careful planning, the book makes a significant contribution to the literature of higher education.

After the decision in favor of consolidation had been reached, Governor O. Max Gardner and the state's educational leaders took immediate steps for action. The Commission on Consolidation was appointed by the governor, and a survey committee was selected to prepare a detailed study of the three institutions. It was the work of these two groups that set the pattern for consolidation; some changes were to be drastic, such as the transfer of all engineering programs to the Raleigh campus, but decisions were made with care and changes were designed to come gradually. It is safe to say that North Carolinians had little conception of what consolidation really meant but, in general, seemed to view it as ". . . an economy measure rather than one that might transform the institutions into a great, unified, modern state university which, although located on three campuses, would be so modified as to provide instruction, research, and service to the public for undergraduate, graduate, and professional students, and North Carolinians generally."

The volume traces in detail the changes which have taken place on each campus, and whether the discussion is of physical plants, instructional programs, or the men and women who translated plans into action, it is always the word of a keen and articulate observer. Furthermore, it is fitting and logical that Dr. Wilson should have been chosen to write this book. He was a member of the Commission on Consolidation, and, with the exception of ten years spent as the dean of Chicago's graduate library school, has been for more than half a century a source of wisdom and advice frequently drawn upon by the university's chancellors and presidents. Chancellor Emeritus Robert B. House has recently referred to him as "The Silent Force," which is indeed an appropriate phrase to describe the man who has been such a significant figure in shaping the affairs of one of the South's great universities.—*J. Isaac Copeland, George Peabody College for Teachers.* ■■