

fle ubiquitously throughout the book, avoiding one another most of the time, but generally adding to our state of confusion. Mr. Mittal has delved widely into the writings of American librarianship—journals, books, and even obscure PhD dissertations—and the results jam the pages in long quotations: “Miss X has rightly pointed out. . . .” “Dr. Y. has remarked. . . .” “Mary Doe opines. . . .” etc. Oliver Goldsmith’s method in writing history was to read Hume, Kennet, Rabin, and Carte in the morning, spend the afternoon at coffeehouses, and then, after a good dinner, write down what remained in his head in his own words. The result may not reflect the trappings of scholarship but it makes for wonderful reading and I heartily commend the method to Mr. Mittal.

The author does not feel, I am sure, in spite of the exaggerated claims on the book jacket, that this book will be useful to American librarians. It probably would not have accomplished its author’s purpose if it were. I would suggest that, in a revision, Mr. Mittal lean less heavily on quotations, particularly from American sources; emphasize principles more and procedures less; ask an expert in English to read the manuscript before it is released; and insist on a thorough job of editing by the publisher. Composition, presswork, and binding leave much to be desired.—*Guy R. Lyle, Emory University.*

Problems in Planning Library Facilities; Consultants, Architects, Plans and Critiques: Proceedings of the Library Buildings Institute, Chicago, July 12-13, 1963. Edited by William A. Katz and Roderick G. Swartz. Chicago: ALA, 1964. 208p. \$4.25. (64-19851).

This volume presents the proceedings of the Library Buildings Institute conducted in Chicago, July 12-13, 1963. The foreword notes that “ten building or equipment institutes have been held in the last twelve years” and comments further that “interest still seems to be high.” The recent article by Theodore Samore entitled “Academic Library Buildings: Needs, Legislation, Inventory” in *CRL*, July 1964, provides ample evidence of the reason for this continuing interest. Where else can the amateur, faced with building problems, find such ready ad-

vice and criticism from architects, building consultants, and others recently experienced through having survived a building program?

Appropriately, the opening paper is one entitled “The Library Building Consultant” by Keyes Metcalf. Mr. Metcalf bases his discussion on five questions: (1) Why have a consultant, (2) How do you select him, (3) At what stage in the planning should he be selected, (4) What do you pay him, (5) What should he do? This, along with the panel discussion following, provides valuable information for the librarian and the administrator faced with the prospect of a new building.

The section on college and university libraries includes the presentation of plans for the following institutions: Harvard Medical School, San Diego State College, University of Waterloo (Canada), University of Illinois (Chicago campus), State College of Iowa (Cedar Falls), Bluffton College (Ohio), Western Kentucky State College, Asbury Theological Seminary (Kentucky), University of Notre Dame, and University of California (Riverside). The plans range in size from the 429,780 square feet for Notre Dame to the 19,112 square feet for an addition to an existing building at Bluffton. There is considerable variance in the quality of reproduction of plans, but generally the photographs, drawings, and building plans give an idea of what is being discussed in the text.

In addition to the college and university libraries section, there is a public libraries section, one on school libraries, and another on hospital and institution libraries.

The public libraries section starts with “Programing Before Planning” by Hurst John, with Harold Roth, Clarence Paine, and Frances Flanders as a panel to discuss Mr. John’s paper. A later panel discussion, moderated by Frederick Wezeman, deals with the “Role of the Architect, Engineer, and Librarian in Library Planning.”

The school libraries section opens with a paper by an architect, Charles J. Benda, Jr., on the things an architect should know about the library and the information which should be supplied to him. This is followed by “The School Library Program: What the Architect Needs to Know” by John L. Cam-

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.* ■■