

## Book Reviews

**The Monteith College Library Experiment.** By Patricia B. Knapp. New York: Scarecrow Press, 1966. ix, 293p. \$7 (66-13747).

The ultimate purpose of the Monteith Library Program of which the pilot project is here reported by the project director, is to "stimulate and guide students in developing sophisticated understanding of the library and increasing competence in its use."

In no area of academic librarianship could a solid piece of pioneering research be more valuable than in the instruction of students in the use of the library. Here the argument of instruction versus information thrives and even the advocates of instruction are frequently weary, frustrated, and dissatisfied with the state of the art. One suspects that the difficulty of finding a suitable situation for a thoroughgoing experimental study has been a prime stumbling block to the development of a respectable body of research. Only a relatively small, experimental college like Monteith stressing general, liberal education and committed to developing in the student a growing responsibility for his own education would probably have been hospitable to library instructional coordination on such an unprecedented scale as the Monteith Library Program.

The project called for participation of the project staff in the planning of college courses and cooperation with the faculty in devising assignments which would involve extensive and meaningful student use of library resources. One specific objective of the pilot project was an appraisal of the structure set up to achieve this new library instructional relationship. The chapter reporting the analysis of social structure in the Monteith Library Project and the revision of the organizational structure which took place after a period of testing is of first significance for future research and of particular interest to college librarians who may feel that the revised structure would be in essence transferable to projects set up in more conservative situations.

Other specific objectives of the pilot proj-

ect were an exploration of new methods of relating the library to the instructional program and a preliminary assessment of the effectiveness of these methods. Dr. Knapp records the experimentation of the first year in which fourteen curriculum-related library assignments were carried through and an intensive study made of a small random sample of students who had been exposed to the initial program. The understanding acquired through these efforts in planning library assignments, reinforced by the result of the small sample study, led to assignments in the following year which represented a new approach. This approach is reflected in a model program of instruction in the use of the library which is unprecedented.

The outstanding concept of the model program is the framework for college instruction in the use of the library which centers on the intellectual processes involved in retrieval of information and ideas from a highly complex system embracing both library organization and the networks of scholarly communication. For teaching purposes the library is viewed as a system of "ways."

While the model program is designed specifically for the Monteith curriculum it is adaptable to other undergraduate liberal arts programs.

The pilot project is intended to serve as the basis for a plan for the second phase of the Monteith Library Program "if and when funds become available." One hopes prompt support will be forthcoming.—*Helen M. Brown, Wellesley College.*

**Handbook of American Resources for African Studies.** By Peter Duignan. (Hoover Institution Bibliographical Series, XXIX). Stanford, California: Stanford University, The Hoover Institution on War, Revolution, and Peace, 1967. 218p. \$6 (66-20901).

Peter Duignan, director of African Studies at the Hoover Institution on War, Revolution, and Peace has performed a useful service by bringing together these descriptions of American resources for African