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## **Who Reads Books? College Teaching and the College Library**

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cogent in the sense that it must be purely rational with no addition of any personal commitment. At the same time the evidence must be public, i.e., it must be verifiable by any observer. University life demands hard, continuous work at learning, at mastering methods and widening one's area of knowledge. It demands new ideas, truly intuitive, which must be forever thought about. Although the university man is concerned with the present, his interest is not about what is merely fashionable; rather he must strive "for the ultimate implications of his ideas."

While it is true that the objects to be studied are coterminous with what exists in the world, still one of the aims of the university is to achieve an understanding of the unity of reality. And so while the university must supply libraries, laboratories, clinics, collections, all the tools useful for cultivating the whole province of learning, it must at the same time enable its men to see the unity of it all.

The desired unity is to be achieved by forming permanent intellectual habits within the unity of the persons at the university. The ability to ask the right questions, the mastery of the methods of research, the permanent "will to know," constitute the type of character that the university should produce. He asserts that the desire for knowledge, which should motivate research, gives meaning to the quest for knowledge; but this meaning of knowledge and the nature of the desire for knowledge cannot themselves be understood until after the knower has made considerable progress in knowledge, and is able to reflect on the type of activity he has been engaged in. One of the fruits of this process of reflection will be the awareness of the hierarchy of the sciences, and of the priority that research must take over mere actual instruction. The attainment of this awareness is a fundamentally necessary activity of the university.

Philosophy functions both as a motive from which the research proceeds, the will to know, consciously accepted, and as a view of the whole in which the meaning and context of the other sciences can be seen. Jaspers's Kantian understanding of philosophy is excessively confining. Philosophy, besides having a unifying function, is also a knowledge in its own right, with its own methods and conclusions.

FRANCIS E. REILLY

## WHO READS BOOKS?

COLLEGE TEACHING AND THE COLLEGE LIBRARY. By Patricia B. Knapp. Chicago: American Library Association, 1959. (ACRL Monograph Number 23) viii, 110p.

This study explodes the illusion that "the library is the heart of the school", at least for the college. It is far from iconoclastic, however, and says so many wise and balanced things in so short a space as to be quite astonishing. It is not easy reading and has a formidable array of charts; it is however a model of clear methodology, concise reportage and careful deduction.

Student use of the Library of Knox College is studied and reported for the school-year 1953-1954. The first result is confirmation of older studies, but with better evidence. Less than half the students account for 90% of the borrowing from the Library; 20% of the students do more than half of the borrowing. Again, though statistically significant, association is but slight between student borrowing and the following student characteristics: sex, scholastic aptitude, scholastic achievement, academic class.

At this point care is taken to prove that the Knox example is "not a-typical"; hence, its experience reflects the general situation and general statements from the Knox sample will be sound. The main purpose may now be pursued, namely, to determine the contribution of the Library to the instructional program. This is done by determining the "library-dependent" courses as distinguished from "library-indifferent" and "library-independent" courses. The first are those that have stimulated four out of five, or 80%, of the students enrolled, to borrow books; the second 21 to 79%, the third only up to 20%.

On this scale, only one-fourth of the courses at Knox were "library-dependent" on the total library collection; only one-tenth were dependent on the general collection apart from reserve books.

The nature of this "dependence" is studied next. Eighteen of the thirty-four courses reached the 80% mark through use of the reserve books. Two courses reached it by use of both reserve books and general collection. Fourteen reached the mark from use of the general collection mainly. In all but one course less than half the students borrowed from the general (non-reserve) collection. For all these courses, interviews with professors and students are reported, in order to give an idea of the teaching methods employed, and what was expected of the library. A triple inference results: courses became "library-dependent" insofar as the library (a) furnished adequate copies of titles specified as essential; (b) provided important and useful titles in the subject of study; (c) provided a collection of resources organized and implemented with tools for selection, location and retrieval. It is noted that the third function is really the only one specifically a library function, but it was least operative of the three, and Freshmen especially were not equipped for it.

Factors limiting the library's contribution to course work are determined next, and may be summarized as follows: (a) No need for

library materials: in about one quarter of the courses the subject is such that the text-book is the "laboratory"; v.g., languages, accounting, mathematics; (b) needed materials not expected of the library: v.g. economic analysis relies on services for economics students; (c) class and level: the smaller the class, the more emphasis on library; introductory classes emphasize the text more than advanced courses; (d) lack of a reference librarian; (e) lack of understanding of library capability to contribute to coursework.

In the light of the previous parts, it is concluded that the Knox Library did not accomplish adequately the general educational objectives assigned to it.

A closing chapter summarizes and draws inferences for college librarianship. Library functions are not sufficiently determined nor pursued. There is too much faculty inertia, and too much conformity to this by library personnel. Collaboration of both is urged, and an outline of a program is suggested to determine the library contribution to each course, and to achieve that contribution in practice.

Perhaps this long summary will indicate the value of the book. The book itself should be read and studied by college librarians, deans, administrators, department heads, faculty members. It is firmly practical, and it punctures an illusion only to show the way to better reach an ideal.

ROBERT J. SUCHAN

## MANIFEST DESTINY

IN THE DAYS OF McKINLEY. By Margaret Leech. New York: Harper & Brothers, 1959. viii and 686 pp.

A good biography of this somewhat enigmatic President of the United States, whose term of office had such an impact on the course of Philippine history, has been lacking until now. The book under review takes a long step toward filling this gap, though its somewhat summary review of McKinley's life up until his election as President prevents it from being a full biography. Likewise, the period which the title promises to describe is illuminated chiefly in its political aspect, so that the social and institutional history of the times is somewhat neglected. However, as far as students of Philippine history are concerned, it is precisely the period from 1897 to 1901 which is of interest, and it was McKinley's political activity which had repercussions in the Philippines, so that the book is of importance for the Philippine historian.