

but continuous income. Finally, security "enables a scholar . . . to devote himself single-mindedly to the advancement of knowledge unharassed by one of the major anxieties of life."

Library workers may well ponder this analysis of the value of tenure in connection with their own jobs. While the librarian apparently does not need the safeguard of tenure for freedom of thought, since his activities occur within the framework of institutional policy, it should be observed that, as he assumes broader interests and responsibilities of professional and community nature, he moves increasingly into the area of conflict with outside groups. The problem of censorship in libraries is an instance of such an area of conflict. If the library profession draws to itself people of broad interests and personal capacity, it must in time face this problem of conflict which has always confronted the scholar. As for attractiveness of job and security to work wholeheartedly at the job, the librarian is in a situation no different from that of the scholar.

Throughout, often by implication, the report recognizes the positive need for administration as an activity necessary in large and complex operations. "Regrettable as it may be to those who prefer the traditional spirit of informality. . . . In a complex situation, informality gives rise to misunderstanding, conflict, irresponsibility, and inefficiency."

The report is an admirable case study of faculty organization, its problems, and certain solutions therefor. The course of scholarly advancement is formally simple, going as it does from the undergraduate by degrees to the top professor. This formal simplicity, however, is attended by many real complications produced by en-

rolments, the tradition of tenure, academic freedom, the difficulty of defining and applying criteria for advancement, and the problem of securing adequate self administration by men whose primary concern and thought lies along wholly different lines.—*Donald Coney, University of Texas, Austin.*

Administrative Ability; Its Discovery and Development. Walter Van Dyke Bingham. Society for Personnel Administration, P.O. Box 266, Washington, 1939. 17p. \$.25. (Pamphlet No. 1)

IN THE equipment of university librarians emphasis has so often, even very recently, been placed on academic education, on the scholarly mind, that there seems to be some danger of forgetting, as is sometimes done in reference to other university administrative positions, that administrative ability is something else again and must be sought out, cultivated, and used in certain places where it is perhaps entitled to be considered before scholarship, at least productive scholarship. It is to be expected that university librarians, who generally stress the administrative character of their work, might have contributed some ideas, some practice in their organizations for the development of this particular ability, but such are not readily found and therefore we are constrained to read general treatises and study how they may be applied to our particular organizations. Colonel Bingham's little pamphlet is so vigorous, so specific, so pertinent even to libraries that I have already quoted from it rather extensively in my recent paper on "The Training of University Librarians."¹ I

¹ *College and Research Libraries* 1:22-29, Dec. 1939.

shall therefore meet the editor's request for a review of it largely by an attempt at a synopsis.

In his introductory section the author refers to an alleged shortage of good administrative material for government service and asks if it is going to be necessary to turn again and again to the business world, to the legal profession and other places in the hope of locating capable administrators. Librarians will not have any difficulty in transferring this question to their own sphere. The author then goes on to discuss the possibility of the government recruiting potential administrative talent for its own service, and proceeds to consider the conditions under which it can be brought to light and developed. Following this is some discussion of the functions of administration. Librarians will, I think, in the main, agree that this includes both policy making and the function of management.

In section 2 he gives a vivid picture of the able administrator in action, a man "who has formulated a little nucleus of well-thought-out purposes and basic policies . . . so that every proposal . . . can be put to the test of these fundamental aims." His ideal administrator consults his staff to get real criticism and ideas; he does not merely go through the motions. This section the reviewer especially commends to young administrators still elastic enough to be affected by it. I wonder if the story of how one young assistant fathered an idea on his chief in order to get it accepted could still be told of this generation. Section 3 defining the abilities desired in an administrator, is relatively slight, but section 4, dealing with two kinds of thinking desirable in an administrator, rational inference, that is judgment based on the analysis of factual data,

and the capacity for intuitive sound decisions where the information is inadequate or there is little time for investigation, is admirable. Section 5, the last one, is short and in the main a summary, with the conclusions that administrative ability is a complicated pattern of many talents and that the desired abilities must, to a large extent, be learned.

The failure of most of our large university libraries to develop young administrators to go out and head other scholarly libraries is marked in my time. It is to be hoped that the current and next generations will do better. This pamphlet should help them.—*Sydney B. Mitchell, University of California, Berkeley.*

The Library of Tomorrow: a Symposium. Emily Miller Danton, ed. American Library Association, 1939. 191p. \$2.50.

IN HIS forecast of an ideal Israel the prophet Joel predicted, "Your old men shall dream dreams, your young men shall see visions." In this symposium Mrs. Danton has accomplished more than Joel anticipated. The twenty contributors include the librarian emeritus of Congress; four ex-presidents, the secretary and a division chief of the American Library Association; a university president; a professor of education; two professors in library schools; and the heads of public, university, children's, special and National Youth Administration libraries. Two outstanding non-librarian advocates of public libraries, Mrs. Dorothy Canfield Fisher and William E. Marcus of the Montclair (N.J.) Public Library Board, complete the list. Library users *per se* are not included.

These contributors vary widely in their