

The first four criteria express the progressive ideas now being carried out at some of our best colleges. The distinctive elements in Dr. Cole's program are contained in his last two criteria: "A religious philosophy of life" and a thorough understanding of the "language medium of the educated person." The former, by providing the student with an aim in life gives meaning, direction to his work, develops fruitful civic consciousness. The latter is a tool to aid the student in all his work, to help him appreciate the fundamental value of communication in modern life.

The semantic approach is valuable, especially today, when language is such a potent force. There is doubt, however, about the acceptance of Cole's highly idealistic religious approach, admirable though it be. That religion is waning, is a recessive force in our culture, the author would probably admit. Religion is the embodiment of a fundamental philosophy of life; something we lack in our day. This lack cannot be supplied with good intentions alone.—*Morris A. Gelfand, Queens College Library, Flushing, N.Y.*

What Reading Does to People. A Summary of Evidence on the Social Effects of Reading and a Statement of Problems for Research. Douglas Waples, Bernard Berelson, Franklyn R. Bradshaw. University of Chicago Press, 1940. xi, 222p. \$2.

DR. WAPLES believes that our theories of reading influence have been oversimplified and that we need more objective information about the nature of the reading process and about the social effects of reading because in times of crisis the violence with which changes will occur "depends in large part upon how the several

agencies of mass communication are used to clarify and to interrelate the interests of contending factors."

This book attempts to present a "synthetic review of the literature," and to outline the field of research in the social psychology of reading.

The authors first cover the nature and importance of print as a means of communication in relation to other means of communication, and the state of our present knowledge about the social effects of reading. They then attempt to isolate the factors which explain the existence of some publications and the nonexistence of others: i.e., the influence of the character of society, of the interests of the persons who write and who publish, of government, the church, the school, and of special-interest groups. Next they attempt to show that the channels of distribution canalize both readers and publications and that the reader is seldom a free agent with unrestricted choice: this section goes on to discuss the roles of libraries and of other agencies in the distribution of publications of various types to readers of various types. Further, an attempt is made to set up criteria for the analysis of the content of publications in terms of the hypothesized social effects of various types on readers of various types. This is followed by a discussion of the role played by the readers' predispositions in determining what they read, how they read it, and how they interpret it, as well as motives in reading and other individual factors that may be involved in the relation between individuals and books.

The remainder of the book traces the changing patterns of reading through time, reviews the evidence on effects of reading that is available from case studies, gives a topical outline of reading as a field of

research, discusses content analysis and the available literature in this field, and describes several research projects as next steps.

The volume as a whole is stimulating and thought-provoking. It is not easy reading, and, as the authors point out, familiarity with the studies referred to is desirable. In view of the tremendous amount of work involved in surveying and sifting the literature it is regrettable that more definite conclusions could not be offered; but this clear indication of our ignorance of the influence of reading upon people should make us give serious thought to the possible methods for learning more about this fundamental aspect of our work.

Hypothesizing of the five effects of reading, which is one of the fundamental contributions of this study, may or may not offer a more objective or more promising approach to the problem than does Miss Plummer's "Seven joys of reading," or the cliché of librarianship to the effect that we supply books for "information, inspiration, and recreation." Furthermore, it should be noted that this volume is limited to the direct effects of reading, even though the indirect effects of reading may in fact be much more important. There is some indication of generalizations on the basis of narrow studies that do not claim general applicability; and the value and validity of some of the studies cited to prove points made in the text are open to question. We might note, also, that there do appear to be some inconsistencies: in the first chapter, for example, the authors minimize the existent evidence on the values of reading by the use of a standard propaganda technique (imputing ulterior motives) as follows: "Certain values have been imputed to reading by the scholars and writers who have made

their fortunes and their reputations by writing. . . . It is not remarkable that those for whom reading is thus a vested interest should declare that reading is a good thing. . . ." However, in the last chapter of the book, the authors quote testimony from the writings of Floyd Dell, Emil Ludwig, Jacques Maritain, Margaret Sanger, Arthur E. Hertzler, Jack London, Lincoln Steffens, and others to "prove" from these so-called case studies that the five effects of reading set up in this volume do exist.

In spite of these and other possible shortcomings, the authors have done a very good job of what they set out to do, and this book merits careful study by librarians and by all others who are interested in reading and in readers from any point of view.—*Ralph R. Shaw, United States Department of Agriculture Library, Washington, D.C.*

Dictionary of Occupational Titles. U.S. Employment Service, Division of Standards and Research, Washington, D.C., 1939. 3 vols.

THE TITLE of this valuable work is too modest. It scarcely suggests the wealth of information for the librarian or any reader interested in modern industry, which is packed into the 1900 pages of its three volumes. Intended primarily for the use of workers in the federal Employment Service, the *Dictionary* summarizes the results of a great number of job analyses and industrial field studies, which should find a far wider field of usefulness than in public placement offices.

Part I, "Definitions of Titles," contains the main substance of the work, and is complete in itself for library and general use. Parts II and III are more specifically for Employment Service offices. Part II