

classification. On one question, however, Trager's work is bound to exert a considerable and beneficial influence: it will enable the classifier to place a little known or even an

unknown language in its proper relation to others with much more certainty and dispatch than has been possible up to this time. Arthur B. Berthold.

Guide to Business Materials

Guides to the Harvard Libraries. No. 1: Economics and Business. By Arthur H. Cole. Cambridge, Harvard University Library, 1947. x, 64p.

The size and complexity of the modern university library, with its resources scattered in many branch libraries and special collections, often embracing overlapping subject fields, has created the well-recognized problem of how to impart to the research worker knowledge essential to the location and use of his materials. The issuance by various libraries of handbooks, general descriptions of their collections, lists of bibliographical tools in subject fields, and instructions in methods of research have been attempts to meet this problem.

Arthur H. Cole, librarian of the Harvard Graduate School of Business Administration, in *Guides to the Harvard Libraries, No. 1: Economics and Business*, has combined these four approaches to produce what should prove to be a most effective and useful manual for the graduate student in business or economics at Harvard.

The manual has four sections: I. Library Facilities; II. Library Tools; III. Practical Applications; IV. Special Fields of Economics and Business.

In Section I Cole describes briefly the Harvard library system and lists other libraries in the Cambridge and Boston area of interest to students of economics and business, together with pertinent information concerning their holdings and availability. There follows a description of the collections in Harvard libraries which contain materials in economics, business, and related fields, with particular reference to the Widener Library and the Library of the Graduate School of Business Administration. The purposes of these libraries, their fields, the special types of material they contain, and their distinctive characteristics are set down with enough detail to give the reader a good working knowledge of the resources of each one. The

second portion of the section, on "The Effective Use of the Basic Libraries," takes up in order of use, what the author calls the "several depths" or "strata" which must be penetrated to reach all the material that can be secured on a given subject—the card catalogs, the bibliographical collection, the stacks, the reference department, interlibrary loan, microfilm, and book purchase. A noteworthy feature of the descriptions of the public and union catalogs is the care with which their limitations are pointed out, by the detailing of the types of material not included at all. Too often instruction in the use of the catalog leaves the impression that everything is there if the student only knows how to find it.

In Section II Dr. Cole lists and characterizes basic bibliographical tools. Included are guides to government documents (the Library of Congress *Monthly Checklist of State Publications* is omitted), guides to theses, printed catalogs of large libraries, trade bibliography and periodical indexes. The works cited here, as well as all other titles mentioned in the guide, are listed, with full bibliographical information, at the end of the manual.

Section III, on "Locating a Particular Work" and "Preparation of a Bibliography," contains much sound, practical advice. One hopes, however, that the graduate student will not be discouraged by the example of the hard-to-find item that the author takes through all possible tools, in order to illustrate the use and extent of each. The reviewer was slightly troubled by the fact that although at the beginning "the work sought is assumed to be a printed item of substantial size, not a pamphlet or broadside or map, and not a part of a series, a magazine article, or a government document," we later find the student, having exhausted all possible tools for monographic literature, exploring the possibility that the item is a magazine article, a serial, or a government document. We

couldn't keep from wondering, too, whether he ever found it.

Ten specific areas in which students in economics and business will be working such as economic theory, statistics, money, and banking, etc., are listed in Section IV. For each of the areas, information concerning the housing of special materials relating to it is given and important bibliographies are provided.

On the whole, this manual should fulfil its purpose admirably. Dr. Cole, while skirting the pitfall of too much detail in his delineation of an extremely complex situation, has included the essential. He has not assumed too much knowledge on the part of the guide's intended users, has avoided the terminology of library science, and yet the manual is far from elementary. An impor-

tant value the student will derive, aside from the primary one of the minimization of trial and error, is the conception he will gain of the wealth of library materials available to him and the painstaking care he must use to uncover them.

In his preface Keyes D. Metcalf states that if the manual accomplishes its purposes, similar ones will be prepared for graduate students in other broad subject fields. It occurs to one that much of the material in the present manual is basic to research in any field and will have to be repeated in subsequent ones. For example, of the ninety-four titles cited, more than half cover all fields of knowledge. However, this may prove to be no disadvantage. And Harvard has set an example that other large university libraries may well consider following.—*Ruth Walling.*

Faculty Personnel

Problems of Faculty Personnel. John Dale Russell, editor. (*Proceedings of the Institute for Administrative Offices of Higher Institutions, 1946, v. 18.*) Chicago, University of Chicago Press, 1946.

The eighteenth volume in the *Proceedings of the Institute for Administrative Offices of Higher Institutions* constitutes a course in the proper treatment of professors, from contract to retirement. The course has thirteen lessons, composed of the papers of the institute, and was planned by a veteran instituter, John Dale Russell, who is now director of the Division of Higher Education in the U.S. Office of Education.

The papers deal in logical sequence with the major aspects of faculty management, beginning with a well-marshaled discussion of determining needs for instructional staff members by Vice President Brumbaugh, of the American Council on Education, and ending with a reasoned treatment of the difficult problem of evaluating faculty services by Ralph Tyler, of the University of Chicago. Between are papers on the preparation, selection, appointment, induction, in-service training, and housing of faculty personnel.

All the authors are professors and administrators of education. They look at faculty personnel problems from the "inside," as

members and directors of faculties. From this viewpoint accrues the strength and weakness of the volume as a whole. It is filled with practical wisdom based on experience. The wise comments and the examples of forward-looking personnel practices suggest many promising adaptations to the reader. But it treats faculties in splendid isolation from personnel in other walks of life and profits in no way from advances in knowledge of human relations and group direction which is being carried forward by the very faculties discussed.

Like most proceedings, the present collection remains a group of more-or-less related papers and lacks a unifying body of principle. The student and practitioner will tend quite properly to pick one or another article related to an immediate problem or interest and not many will be tempted to read the collection as a whole. The volume presents a series of contributions to the practice of personnel management in education but it is not a notable addition to the theory of personnel administration.

Several of the authors were evidently selected because they possessed personal knowledge of specific programs of effective faculty management and were encouraged to describe these programs. Thus, Frank Lankard recounts the cooperative plan for select-