

Review Articles

A History of Libraries

A History of Libraries. By Alfred Hessel, translated, with supplementary material, by Reuben Peiss. Washington, D.C., Scarecrow Press, [c1950]. v, 198p. \$4.00.

The establishment of Ralph R. Shaw's Scarecrow Press is perhaps more significant than its first imprint. If Mr. Shaw's only contribution to bibliothecal science had been the magnificent *Bibliography of Agriculture*, his fame would have been secure even without the useful and promising machines he has developed. Now he offers librarianship something we have sorely needed during the past years when rising costs of book production have forced many agencies, public and private, to curtail their publication programs and compelled university presses to forsake their original purpose of subsidizing scholarship and, instead, to demand subsidies from scholars. Mr. Shaw proposes to publish scholarly works and other contributions to librarianship in relatively small editions with no subsidy. If he is successful, and it appears as though he will be, this reviewer nominates him as the professor-in-charge to run a workshop for directors of university presses. This is a serious proposal.

It is unfortunate that the work chosen to launch the Scarecrow Press was not a better one; and it seems to be rather a shame that Mr. Peiss did not elect to apply his obvious talents as a translator to Joris Vorstius' extremely useful *Grundzüge der Bibliotheksgeschichte*, a book of about the same size which is a far better introduction to library history. Even so, however, Mr. Peiss has corrected to some extent the deficiencies of the original which were pointed out by Georg Leyh in his detailed review in the *Deutsche Literaturzeitung*, n.F.:3:1129-1134, June 12, 1926. This review should be cited to beginning students of library history who may be referred to this book as collateral reading.

Mr. Peiss has made a straight translation

of the first eight chapters of the original work; but since the ninth chapter was written before 1925, he has written "the great bulk of the text" of that chapter but at the same time used Hessel's original material. He has corrected statements which were true about German libraries in 1925 but not after the collapse of 1945, and he has brought in accounts of many events of significance in the world of librarianship during the two decades subsequent to the publication of the original work. This chapter is a real contribution to the literature and serves to mollify somewhat one of the points on which Leyh criticised the book originally.

Mr. Peiss has also added bibliographical footnotes and "expanded and rearranged" the original bibliography, thus meeting at least in part one more of Leyh's objections to the original. Although Mr. Peiss feels that the bibliography should be "useful to the general reader," it shows the marks of a somewhat haphazard selection (e.g., in the *Festschriften* analyzed). Moreover, there is serious doubt as to just how many American students will wish to read or even check the titles in French, German, Latin, Italian and Swedish which make up such a large proportion of the bibliography. A purely English-language bibliography would seem to have been better for a manual of this sort, although reference (with contents notes or annotations) could be made to the more important foreign-language jubilee volumes and reference works. The illustrations in the original have been omitted.

It is regrettable that the entire work, but especially the notes and bibliography, was not carefully proofread.

Again, the best of luck to the Scarecrow Press in the fulfilment of its high objectives. May its lists wax long and tantalizing!—*Lawrence S. Thompson, University of Kentucky Libraries.*

Library Education

Education for Librarianship. By J. Periam Danton. Unesco Publication 388. [Paris] Unesco, 1949, 97p. 45¢.

The encouragement of a strong public library development throughout the world as an implement to the adult education program of Unesco was first expressed in the summer school for public librarians held in England in 1948. The present pamphlet is one of a series of manuals suggested by the summer school and which will outline some of the fundamental areas of library work.

In his "Foreword," Dr. Jaime Torres Bodet, director-general of Unesco, states: "At present it is unfortunately true that there are few countries in the world where the full possibilities of public library work are understood and there are many parts of the world where public library services can as yet be hardly said to exist." The present manual by Danton should serve as an excellent guide to institutions and governments where library education is emerging as preparation for professionalized librarianship.

The nine chapters which divide the manual illustrate the concrete approach which it makes to the problems attending the blue-printing and administration of a school of li-

brary science. These are: I. Background: The Modern Library; II. The Library School—Creation and Objectives; III. Curriculum and Methods of Instruction; IV. Faculty and Staff; V. Students—Recruiting and Selection; VI. Resources, Quarters and Facilities; VII. Administration, Finance, Records; VIII. Placement; IX. Professional Education Outside Library Schools. This final chapter includes such vehicles as conferences, institutes, in-service training, and workshops. A selected bibliography is included.

The booklet will be read with interest by all who are concerned with library education. It will be especially valuable, however, to the increasing number of foreign directors of library schools and faculty who are visiting this country under the auspices of the United States Department of State and allied agencies toward the end of constructing or reorganizing library training facilities abroad. It may also serve as a useful point of departure for agencies such as the Board of Education for Librarianship of the American Library Association in drawing up standards of practice and quality for schools in this country.—*Kenneth R. Shaffer, School of Library Science, Simmons College.*

Principles of Research

The Principles of Scientific Research. By Paul Freedman. Washington, Public Affairs Press, 1950, 222p. \$3.25.

Aimed primarily at the young man embarking upon a career of scientific research, this is a fairly generalized treatment of the subject, ranging from a brief review of the history of research to advice to the young research worker on how to get along with his patrons and his seniors.

Chapters I to III attempt to develop definitions of "science" and of "scientific research" through an historical summary. Chapter IV covers the mental attributes requisite to research. Chapters V and VI cover the planning of research, giving the categories of research by type of results anticipated; the determination of probable sources of error; and the production and control of the desired conditions for research. Chapter VII treats of the organization of

research teams, enumerating four main types of organization. Chapter VIII emphasizes the value of discussion of research projects with fellow scientists, recommending the Socratic method. Chapters IX and X treat the determination of the degree of accuracy required and of the minimum number of observations essential to achieve it. The final chapter treats sources of funds for research, the conditioning of research by sources of funds and the relationship of the young scientist to his patron and to his seniors.

The author limits his field to research in the physical sciences and states that the book is meant to be read as a whole rather than for use as a reference tool. Thus no subject index is provided for fear that passages might thus be taken out of context and might produce impressions quite different from those intended.

Although published in the United States,