

by libraries, one could add the use of a special endpaper (Newberry Library and Cornell University) (p.244). Xerography, which may well be in the near future one of the most widely used methods for card reproduction, deserves more space (p.247, 392). Tauber has slightly revised an earlier estimate of the cost of recataloging. I fully agree that the expenses of recataloging are slightly higher than new cataloging because of the many added activities. His figure of approximately one dollar per volume is on the conservative side. I am more accustomed to think in terms of titles recataloged; here I would suggest a figure of from two to two-and-a-half dollars per title. Although Tauber has undoubtedly the greatest experience in recataloging, I question his unconditional advice of starting a new catalog during the process (p.279). The best I could say about a new catalog is to call it a necessary evil. An important item in the administration of the catalog department, about which I would like to get more advice, is the question of statistics and reports. The short paragraph which the book devotes to this aspect could be expanded in a later edition.

Special attention should be paid by all of us to the chapter on binding. The relation of binding to the over-all program of book conservation and the advisability of recognizing the importance of this work by giving it full departmental status is clearly brought out. The final chapter on machine operations carefully weighs the two sides of the question. It boldly points out the fact that few studies in library service give cold facts; we all are much too often satisfied with opinions and guesses. On the other hand, we cannot just borrow studies of scientific management in industrial organization and apply them to libraries.

None of the above critical remarks are fundamental; the laudatory remarks could fill the entire issue of this journal. I therefore would like to summarize the gist of my opinion on the book under review in one short sentence: No librarian can afford *not* to read *Technical Services in Libraries*.—*Felix Reichmann, Cornell University Libraries.*

Challenges to Librarianship

Challenges to Librarianship, edited by Louis Shores. Tallahassee, Florida State University 1953. 156p. \$2.00; paper \$1.00 (Florida State University Studies, No. 12).

This volume presents separate papers on eight "challenges to librarianship," representing a series of lectures in 1952-53 given to students of the Library School at Florida State University. The central theme of these challenges, in the eyes of the editor, was to the library as a critical force in the current world conflict. The lectures begin with two papers that fit the theme rather closely: Dan Lacy's "The Challenge of International Understanding" and Luther Evans' "The Challenge of Censorship." Lacy lucidly summarizes the sociological-political situation which demands far better international understanding than we have. He then proceeds to indicate the obstacles to the flow of information, especially in relation to Asia and the Near East—and the obstacles are exceedingly formidable. Finally, he summarizes in broad terms the efforts made thus far toward promoting international understanding. Mr. Lacy makes it abundantly clear that, while much has been accomplished, far more remains to be done. Dr. Evans' paper deals with the risks to a democracy of overt and, especially, hidden censorship, and the obligation of libraries to provide the materials through which the public may ". . . learn . . . what is to be said for and against all of the proposals made on the great public issues of the day. . . ."

The six remaining lectures are not quite so obviously related to the general theme of the series: Fremont Rider on "The Challenge of Microphotography," Charles H. Brown on "Librarianship and the Sciences," Edgar Dale on "The Challenge of Audio-Visual Media," Frances Henne on "The Challenge of School Librarianship," Louis Round Wilson on "The Challenge of Library Literature to Education for Librarianship," and Wayne Shirley on "An American Librarian's Heritage." Though the relation of some of these papers to international understanding seems somewhat remote, they present in an interesting way important problems in a number of areas of librarianship.

The extent to which the papers represent

the general position, attitudes, or knowledge of some major segment of the profession, as distinguished from the personal views of the author, varies from paper to paper. But the collection as a whole reflects the profession of librarianship as a dynamic one, aware of important obligations and concerned with finding the best solutions.—*Herman H. Fussler, University of Chicago Library.*

Methods of Research

Methods of Research: Educational, Psychological, Sociological. By Carter V. Good and Douglas E. Scates. New York, Appleton-Century-Crofts, 1954. xx, 920p. \$6.00.

"This book has been written for field workers, graduate students, and members of the senior division of the undergraduate college who would evaluate the quality of conclusions, either as producers or consumers of research." This is the first sentence of the preface of this volume by Drs. Good and Scates, who represent two-thirds of the writing team which produced the useful *The Methodology of Educational Research*. The new volume is a more detailed analysis of methods in research on a wider scope than the work of Good, Barr, and Scates. Librarians, library school students, and members of library school faculties should find it a most helpful guide. As the authors further point out in the preface, the work is not intended to be a "recipe book," "cookbook," "rule book," or a series of "lesson plans" for problem-solving. Rather, it discusses concepts, principles, and procedures in educational, psychological, and sociological investigations.

Although the entire volume will be of interest to librarians, chapter 3, "Survey of Related Literature and Library Technique," and chapter 5, "The Descriptive Method: Classification," are worth particular attention. Chapter 3 emphasizes the need of searching the literature prior to starting on a new investigation, and, within the subject limits of the volume, suggests the many bibliographical and other aids useful to the researcher. In some instances, the detail is unusually full. For example, specific topics treated in the *Review of Educational Research* are traced in the various issues of the journal (pp.136-37). It is perhaps understandable that the authors would be intrigued by the "automatic elec-

tronic library" described by Fred L. Walker in the *Scientific Monthly* for February, 1951. Some attention is also given to national and international cooperation in library service, but, except for a number of citations to library literature, there is no discussion of the part played by subject specialists and reference librarians in assisting researchers.

Librarians will find chapter 5 a provocative discussion of classification as a fundamental basis of research. While the problems of classification in a research study are of a different order than those in organizing a library collection, the authors call attention to the several library classifications and lists of subject headings which are suggestive to students in the pursuit of their investigations.

Chapter 10, "The Reporting and Implementing of Research," summarizes in concise form the steps that should be familiar to research librarians. Included are details of presentation of data, bibliographical and footnote form, and style. Librarians who are interested in reporting on projects or writing for the library journals should find this discussion instructive.—*Maurice F. Tauber, Columbia University.*

Junior College Books

Books for Junior Colleges: A List of 4000 Books, Periodicals, Films and Filmstrips. Compiled by Frank J. Bertalan. Chicago, American Library Association, 1954. 321p. \$7.50.

Here is the long awaited and much needed list that will be helpful to all junior college libraries. Since Mohrhardt's list appeared in 1937, and many of its entries are now out of print or out of date, librarians and teachers of junior colleges have been requesting a current compilation. Entries in Mohrhardt's list were not included here unless they had been revised or enlarged.

This volume represents the work of junior colleges all over the country, the American Association of Junior Colleges, the American Library Association and its Junior College Section of the Association of College and Reference Librarians, the United States Office of Education and a few senior colleges.

The subjects included and the number of titles in each area were based upon an analysis of 115 junior college catalogs, and the advice