

added and improvements can be made.—*Vasa D. Mihailovich, University of North Carolina.*

**Reader in Research Methods for Librarianship.** Mary Lee Bundy and Paul Wasserman, eds. Reader Series in Library and Information Science. Washington, D.C.: NCR Microcard Editions, 1970. 363p. \$10.95.

This is a collection of eleven periodical articles and seventeen chapters of books from nine different subject fields on various aspects of research. Half were originally published in 1960 or later, and another 40 percent in the 1950's. There are several appendices, including a long annotated "Bibliography of Social Science Research Methodology," a short "Bibliography of Library Research" (including Price's *Little Science, Big Science*), and a sample interview schedule, attitude survey form, and mail questionnaire. In addition, the editors have written brief introductions to each of six parts of the volume and to each of the twenty-eight selections. There is no subject index.

"The fundamental purpose of this volume is to assist its readers to genuinely perceive the nature of scholarship and its relationship to the goals of librarianship." (p.vii) The selections reprinted here succeed in general in fulfilling the first part of this goal, but not the second. Most of the selections are by distinguished authors and social scientists, e.g., Cohen and Nagle, David Riesman, Robert K. Merton, and Samuel A. Stouffer. Many of them are distinctly above the elementary level by deliberate intent of the editors (p. viii), and concern broad general developments (e.g., the meaning of behavioralism). Of the twenty-eight selections, 46 percent are from sociology, 18 percent from political science, 11 percent from library science, and the other 25 percent from six different fields (including one each from history and communications). There are none from education, psychology, journalism, marketing, or economics.

It is clear that research methodology was meant to be de-emphasized, and only one

of the six sections (with five articles) is devoted to this topic. As a result, there is very little or nothing—anywhere in the book—on content analysis, preparation of questionnaires, interviewing (except for depth interviews in a disaster study project), experimental design (other than three pages from a 1950 article), analysis of data, statistical methods (apart from one selection on general principles), sampling, and other such topics. To judge from its title, this book was meant to do something specifically for librarians. It would appear that the best parts of this volume would serve any of the social sciences; in this reviewer's experience, library school doctoral students, let alone library practitioners, need something less advanced and more directly concerned with how to proceed.

The most interesting section for this reviewer was that on "Research in Action," consisting of personal reviews by social scientists of how they actually went about doing research they had completed earlier. The section which came off least well was that on "Conceptual Approaches." This was the single longest section of the text, about 20 percent, and presented attempts at theory construction. In their own comments, the editors repeatedly emphasize the desirability (indeed, the necessity) of theory to guide research in librarianship. But several of the articles they include make the point that both theory and data are needed, that neither is more important than the other, and that facts are the ultimate test of theory (pp. 26, 42, 43, 47, 65, 197).

The content of these twenty-eight selections has all been reset in two-column pages with unjustified right-hand margins and very few typographical errors. Not all the selections from books are identified by chapter number or paging. The names of the editors appear on the cover in reverse order from that on the title page.—*Herbert Goldhor, University of Illinois.*

**A History of Education for Librarianship in Colombia.** By Richard Krzys and Gaston Litton. Metuchen, N.J.: Scarecrow, 1969. 203p. \$5.00.

This book is both more and less than its