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

title indicates. More in that it contains a good deal of encyclopedic information about the economic, demographic, political, educational, and bibliothecal scene in Colombia, the influence of which on education for librarianship is not always specified. The work is something less than its title would lead one to expect in that the *Escuela Interamericana de Bibliotecologia* is the main topic. This is probably justified inasmuch as the *Escuela* far overshadows any previous efforts of the sort in Colombia.

The *Escuela* began operation at Medellín, Colombia's second or third largest city in 1957. It has been a joint project of the Rockefeller Foundation (to the tune of a half-million dollars) and the Universidad de Antioquia with which it is affiliated. It has also had plenty of advice from UNESCO, ALA and the Pan American Union.

Given the vicissitudes that have befallen the School, the wonder is that it has survived, let alone achieved some of the goals for which it was established. Every political change in Colombia has resulted in a new administration for the Universidad and a major adjustment for the new library school. Student strikes and walkouts, endemic in Latin America long before they became popular in the United States, closed it down for one period. Recruiting of suitable students was not always successful, especially from countries other than Colombia, with the result that the School has not lived up to the name "Interamerican." Turnover of teaching staff—particularly those from North America—has also hampered progress. A move from the area in which the main units of the University are located to the very pleasant, but bibliographically isolated, quarters now occupied has meant that the School must maintain a rather large library of its own—some 10,000 volumes as of 1965. Cutoff point for most data seems to be that year, although in revising the original doctoral dissertation the authors have supplied some information as late as 1967.

Another reason for developing a large library was that the curriculum of the School attempts to give a general collegiate education plus library training (including a thesis) in three years. At first the School gave

its own liberal arts courses, but more recently these have been given under the auspices of the University. To get all of this into so short a time, students are required to spend up to twenty-eight hours a week in class, plus four hours of laboratory. In short, grafting a *Norte Americano* style professional education onto the academic patterns of a typical Latin American university is a goal not easily achieved.

Although they give obiter dicta on many topics, the authors speculate very sparingly on the future of the School after the Rockefeller money runs out in 1970. They are certain, however, that the School already has substantial attainments to its credit. Furthermore, they somehow convince the reader that this is true without specifying these achievements in much detail. We are not even given a table showing the numbers of students enrolled and subsequently graduated with the *licenciatura*. The authors hope that, in time, this coveted paper will be worth something in terms of salary and of the appointment of graduates to responsible library positions—instead of the distinguished poets or worse, political hacks now occupying such posts. Sometimes the authors give clues to the influence of the School in discussing other topics. For example, they have tacked on to the end of the book a section on a new library school that has been established at Cali. In the course of their rather uncertain prognosis for this institution, they mention casually that "the courses in library science . . . are taught by members of the library staff of the Universidad del Valle, all of whom are graduates of the Medellín School." If that isn't a feather in Medellín's cap, what is?

Correspondence with the editors of *CRL* imply that the present reviewer was selected because of (rather than in spite of) his lack of knowledge of Latin American librarianship. For him, at least, this was a wise decision for he has learned a lot from this slim volume. In order to do this, however, he has often had to work against the physical and intellectual grain of the book. The authors, one of whom (Litton) was once Director of the *Escuela*, have chopped up their material in such a way that the uninitiated must refer back and forth in order to get a reasonably complete account of

such interesting topics as student unrest, political interference, influence of foreign professors, and even curriculum. Significant details are sometimes glossed over (or dropped out entirely) while other facts are repeated several times in a vain attempt to help the reader deal with the foreshadowings and flashbacks. The unjustified-line, cold-type format is legible but uninviting and the placement of running heads annoying. The bibliography seems adequate and the index seems somewhat better than those found in other Scarecrow books.

The carpings of reviewers must be discounted; this is an informative work and is worth every bit of the effort it takes to digest it.—*Perry D. Morrison, University of Oregon.*

British University Libraries. By K. W. Neal. Published by the author at 7 Church Road, Wilmslow, Cheshire, England, SK9 6HH, 1970, 149p. 35s.
An Introduction to University Library Administration. By James Thompson. London, Clive Bingley, 1970. 136p. 35s.

It is interesting that the spring of 1970 should produce two volumes on the subject of university library administration, treating the facets of the subject in almost the same order, quoting widely from many sources, much preoccupied with the "Parry report," filling about 140 5½″ x 9″ pages, and selling for 35s. Yet these two are quite different works and a single review, I believe, is appropriate for proper comparison.

The authors are well-known librarians; Neal, a Senior Lecturer at the Manchester School of Librarianship and Thompson, the Librarian of Reading University. Both authors attempt to compress the essence of university librarianship into about a hundred and fifty pages, which results in a cross between a library science course syllabus and a *Reader's Digest Condensed Books* version of Wilson and Tauber (to which, incidentally, Neal never refers). The order of topics treated is similar though not identical: general functions of a library system, library government, committees, departmental libraries and collection organization, finance, staff, selection procedures and

policies, cataloging, binding, circulation, periodicals, public instruction in library use, library building planning, and library cooperation—an order reasonably dictated by logic, if not custom.

Because of the shortness of the works, the chapters can only cover briefly the salient features of the subject at hand. To remedy this, Neal gives a list of "Other Reading" at the end of each chapter. Thompson's bibliography would lead, of course, to more extensive discussions. The problems that are caused by this brevity are typified by the chapters on building design. Neal realizes the complexity of the subject and devotes rather more pages to the discussion (twenty, to be exact) but is then seduced by this quantity of space into attempting to outline details of matters such as furniture, lighting, and air conditioning. Thompson is more general and contents himself with eleven pages, mostly consisting of a summary of Ralph Ellsworth's *Planning the College and University Library Building,* but such a brief discussion is almost worthless from the standpoint of information.

It was noted above that the authors quote widely, but both their method and, more interestingly, their sources vary. Neither use footnotes, but Neal is quite precise giving page numbers in parentheses in the text and a bibliographically complete citation to the article at the end of the chapter. Thompson gives enough information in the text to enable one to identify the cited work in the bibliography at the end of the book. Such minutiae aside, however, it is more interesting to note that of something over two hundred citations in Neal, only fifteen were of U.S. origin, while of forty-five works cited by Thompson, thirteen were U.S. And this points to the essential difference in the two works as far as utility to an American student is concerned. Neal has limited himself to the British scene, discussing in much detail aspects of British librarianship and British libraries. Thompson tends to paint with a broader brush, discussing in more general terms the philosophic principles which pertain to library policy and administration. That both are knowledgeable and experienced librarians is obvious, but one has a feeling that