

Many other points that Lyle raises would also deserve comment. Space does not permit discussing here, however, various questions that have vexed many a college librarian, be it the desirable size of the open-stack book collection, the usefulness of browsing rooms, or the educational value of departmental libraries. Suffice it to say that

the forward-looking college librarian will do well to buy not only a copy of Lyle's book for the library but to add another to his private collection. It is one of those fairly rare volumes of our professional literature that warrants re-reading.—*Felix E. Hirsch, librarian, Bard College, Annandale-on-Hudson, N.Y.*

The Eleventh Catalogers' Yearbook

Catalogers' and Classifiers' Yearbook No. 11, 1945. Compiled by the Division of Cataloging and Classification of the American Library Association. Chicago, A.L.A., 1945. 96p.

This, the eleventh number of the *Catalogers' and Classifiers' Yearbook*, represents a resumption of the series (the tenth number appeared in 1941) after the plans for a quarterly journal were at least temporarily abandoned. Sponsored, as in the past, by the Division of Cataloging and Classification of the A.L.A. and under the general editorship of a special committee of which Margaret Oldfather, of Ohio State University, is chairman, the volume closely follows the pattern and format of its predecessors.

The first six contributions to the symposium were presented originally at the Milwaukee Conference in 1942. That their publication has been so long delayed seems not in the least to have diminished their usefulness—a virtue which may be either attributed to the timelessness of their contents or to the eternal repetitiousness of library literature, depending upon one's point of view. To these have been added two special papers by Robert B. Downs and Herman H. Henkle and the text of the report made at the close of 1943 by the Library of Congress to the General Education Board concerning the status of the cooperative cataloging project. The compilation concludes with a listing of the officers and committees of the Division of Cataloging and Classification, and the entire work is dedicated to the memory of J. C. M. Hanson. Truly a modest libation for one whose career was so distinguished.

As one might expect, the implications of the new A.L.A. catalog code loom large in the several papers, for it was during the period covered by these essays that the

A.L.A. Catalog Code Revision Committee brought to completion its preliminary work. But if one were to point out a common denominator for all the papers which comprise this collection, it would be a recognition of the growing awareness among catalogers that they are on the defensive against charges of steeply mounting cataloging costs. That these accusations are not without foundation is evident from the seriousness with which all the writers regard them and the impressive array of statistical evidence that is beginning to accumulate from cost analysis investigations in various types of institutions. It is too easy to dismiss the seriousness of the growing financial burden involved in the maintenance and expansion of our swelling card catalogs as being merely an inevitable by-product of the increasing size and complexity of libraries themselves. The problem is much more than a mere exercise in the projection of a parabolic curve; it strikes at the very *raison d'être* of the dictionary catalog and asks frankly and bluntly whether the instrument really justifies the tremendous expense involved.

Julia Pettee, in the opening paper of the collection, hastens to defend the "authorship principle" elaborately set forth in the new code as being in reality a long-term economy and denies that the code should be made a "scapegoat" for "all the costs that new modern demands make upon our catalogs" (p. 19). Grace P. Fuller is equally staunch in her support of economies made possible by the present methods of establishing corporate entry; and a similar point of view is maintained by Clara Beetle when she writes of personal authors and anonymous classics in the Library of Congress catalog.

That the card catalog is a focal point in library operation is implicit in the trilogy on

cataloging for the college library. Frances L. Yocum, after examining her survey of ten college libraries, urges greater care in developing and expanding the resources of the catalog and more attention to its interpretation on the part of both library staff and faculty. She would be among the first to argue for the values inherent in this increasingly expensive index of the library's resources. In an effort to determine how far simplified cataloging practices could contribute to the current demand for decreasing the cost of cataloging, Evelyn Hensel surveyed twenty college libraries. She concludes, however, that there has been "too much attention to the problem of simplification of the details on catalog cards without having determined what simplification is desirable" (p. 50). Finally Winifred A. Johnson reverts to the age-old cry of the cataloger that "economies" in cataloging do not always result in economies elsewhere in the library system.

The papers contributed to the *Yearbook* terminate with Robert B. Downs's cursory examination of the perplexing problems of library statistics, duplicate copies, pamphlets, and rare books, and Herman H. Henkle's report on the Library of Congress conference on cataloging held in Washington from Oct. 18 to Nov. 19, 1943. At these meetings there apparently was much agitation for a simplification of cataloging processes that would result in a material reduction of costs, but little seems to have been accomplished except a general expression of faith in pooling resources and intensifying cooperation.

One perhaps can best summarize the cumulative impression of the symposium under review by saying that it is professionally wholesome to see catalogers and library ad-

ministrators alike alarmed by the increasing costs of the catalog, which are certain to increase if present-day procedure and methods are maintained in the face of the growth and increasing complexity of book stocks. It is heartening to see this new awareness because the recognition of any problem is an essential preliminary step to its solution. But these essays also testify to the degree to which the thinking of catalogers is still too strongly molded by tradition to admit of effective action in dealing with rising catalog costs. The real problem of the catalog is not one of *costs* but of *values*, and until we can view the catalog, especially the subject catalog, objectively and in its proper relation to the other bibliographical resources of the library and can say with certainty that it can accomplish with greater efficiency than any other bibliographical instrument the task which it purports to perform, then and then only can its mounting costs be justified. This is a problem which is certainly not impossible of solution, but it cannot be solved by conferences and armchair speculation. It is one that can be met adequately only through the united effort of practicing catalogers and the library schools; for only by research and experimentation, based on a sincere attempt to examine all the factors involved, can the true answer be found. One scarcely needs labor the point that if libraries continue to grow as they have in the past the dictionary catalog in its present form cannot long survive; and if a more effective substitute is not developed catalogers will soon discover that the house of cards which they have so painstakingly built will come fluttering down about their ears.—*Jesse Hawk Shera, chief, Preparations Department, University of Chicago Library.*

Liberal Education in America

Teacher in America. Jacques Barzun. Boston, Little, Brown, 1945. (An Atlantic Monthly Press Book) vi, 321p.

Better Colleges—Better Teachers. Russell M. Cooper, et al. [New York, Macmillan, 1945] viii, 167p.

The Rebirth of Liberal Education. Fred B. Millett. New York, Harcourt, Brace, 1945. [xii] 179p.

College librarians looking for a simple answer to all problems confronting teachers will not find it in any of these studies. There is no blueprint for the good life. Each of the books is pregnant with the complexities of our present-day culture. Recognition of these complexities should stimulate rather than frighten, should encourage rather than depress. The greatest ultimate strength of