

## PROFESSIONAL LITERATURE

*Reviewed by*

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Librarians are, or should be, definitely aware of the following professional writings or compilations, but we list them on the chance that they may have escaped the notice of a few: the A.L.A. *Catalog* 1937-1941 (A.L.A., \$6.00) de

scribing 4,000 selected titles with concise notes for each work; the new *Basic Book Collection for Elementary Grades* (A.L.A., \$2.00) which supersedes *Graded List of Books for Children* and serves as a guide to school and children's books; Margaret Hutchins' *Introduction to Reference Work* (A.L.A., \$2.50) which presents interestingly and in well-organized fashion a sound approach to reference work, but leaves unsettled many important problems; and *Reference Books of 1941-1943* (A.L.A., \$1.50) edited by Constance M. Winchell, which is the third supplement to the *Mudge Guide* (6th ed.).

It may be permissible to mention in this column a discovery we should have made long ago. We refer to a very attractive-looking pamphlet entitled *Good Reading*, now in its eighth revised edition, compiled by the Committee on College Reading and obtainable from the National Council of Teachers of English (211 West 68th St., Chicago 21, Ill.) for the modest sum of twenty cents a copy with special rates for quantity purchase. It should be useful alike to high school, college, and public librarians. It would be a good idea, perhaps, for every librarian to make several copies available for students and adults and to have additional copies for sale, and to recommend it to teachers, and to promote its display in bookstores. *Good Reading*, as the preface indicates, is a cooperative undertaking utilizing lists of recommended books from fifty-five colleges, lists of favorite books from 1,638 students in fifty-one colleges, and the expert advice of thirty-six English professors, librarians, and deans. From the beginning through the 18th century, the arrangement of the list is chronological, the great books of each historical period being brought together with the best books about the period. Fiction of the 19th and 20th centuries is next presented, followed by a group of topical sections covering

Poetry, Fine Arts, History, Philosophy, and so on. There is a special listing of 100 *Significant Books*, 77 *Books for Today*, *Wartime Books*, and *Pamphlet Series*. Opinions may differ regarding the respective merits of certain titles included in *Good Reading*, but the distinctive and special values of this book list should not be overlooked. It is intended to encourage book reading for its own sake and book ownership. Inexpensive editions are given for most of the titles listed. It lays stress on titles which will capture the imagination of the reader who is beginning to read complete books and long stories. Freedom of choice is not limited by a rigorous selection of the so-called great classics. Much as we would like to think otherwise, the interest of many students and adult readers is killed by enthusiasts and professionals who expect them to read nothing but Hawthorne, Carlyle, Emerson — and like it.

Another guide to readable books which school librarians will find particularly useful is *Gateways to Readable Books* by Ruth Strang and others (H. W. Wilson, \$1.25). This list is intended for young people who have reading difficulties. The books are classified in well-defined subject groups, so that connection may quickly be made between the student's interest and the book that will cater to it.

The great problem of the university and research library, according to Fremont Rider in *The Scholar and the Future of the Research Library* (Hadam Press, \$4.00), is one of growth because growth costs money, and research libraries are doubling their book collections every sixteen years. Librarians have attempted to meet this problem in several different ways, but they have failed, according to Mr. Rider, because they have not viewed the problem as a whole. "We tried to solve our problem of swollen cataloging cost as though it were a separate and in-

dependent problem, and our book storage problem as though it were quite separate and independent. We have tried to economize on binding costs, as such, on circulation costs, as such, on ordering costs, as such, trying to treat each as though it were a problem in a vacuum, not something tied up in a veritable mesh of inter-relationships. We failed to see that this segregation was an artificial and misleading one." Rider's solution to this problem is based on an ingenious and novel use of two accepted procedures in library work - the card catalog and micro-reduction. His solution will be regarded as visionary by many, and of course it is, but by being so it offers an irresistible claim to serious attention.

A new edition of *The Woman's Collection* (Woman's College Library, \$1.00) has been completed by Minnie M. Hussey, Reader's Adviser, and Roseanne Hudson, Instructor in Library Use. It is an annotated bibliography of books, pamphlets, and journals which have been added to the Library since 1937 on subjects of particular interest to women. The present edition supersedes the earlier volume published in 1941, and represents a complete revision. Although the bibliography is necessarily selective, since it covers a wide range of subjects and is limited to the holdings of one library, it would seem to have several uses. Students and research workers in child psychology, nutrition, and family relationships will find it useful as a partial index to the resources of the Library in those subjects. Counselors and advisers should find the section on occupations and professions of particular value. Study clubs will discover such program themes as the role of women in literature and the effect of the war on children. It might well serve as a buying guide for librarians, since full bibliographic information is given for each title. One copy will be sent free, upon request, to any library in North Carolina.