

PROFESSIONAL LITERATURE

Reviewed by
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Fortunately, the title of this column is sufficiently elastic to permit mention of a lively little volume entitled *Books, Children and Men*, by Paul Hazard (Horn Book, 1944, \$3). It is not, strictly speaking, a history of children's literature though the facts are there. Rather, it is a sort of blow-by-blow description of the battle between children, trying to assert their individuality, and adults, seeking to force the youngsters to become small replicas of their elders. There is no doubt that in Mr. Hazard the children have a formidable and vocal champion. Although only a small portion of the book treats of children's literature in the United States, it is

obvious that Mr. Hazard looks upon this country as a veritable child's paradise. Speaking of American libraries for children, he says, "They are better than a drawing room or a club. They are a home." While one may not always agree with Mr. Hazard's estimate of a particular book, one can't help being captivated by his sincerity, warmth, and vigor.

Catalogers will welcome the new (fifth) edition of Minnie Sears' *List of Subject Headings for Small Libraries* (Wilson, 1944, \$2.75). The introduction reveals that two hundred new subjects, many of them related to the war, have been added. Some old headings have been modified to conform with changes made by the Library of Congress. Brief explanatory notes define and illustrate the usage of various headings where there is a possible problem of interpretation. As in the fourth edition, Dewey classification numbers are included. The generous use of cross references makes it relatively simple to find a desired heading. The preliminary section entitled "Practical Suggestions for the Beginner in Subject Heading Work" is useful but would appear to be rather hard going for the novice unless it were explained by a librarian familiar with the assigning of subject headings. The list seems adequate, though undoubtedly librarians would have to make adaptations to fit their collections and patrons.

One of the problems common to most school and college libraries is that of the accumulation of pamphlet material to supplement text books. A handy aid to selection is the George Peabody College for Teachers bulletin, *Free and Inexpensive Learning Materials* (George Peabody College, 1944, \$.25). Titles are listed under a wide range of subjects with complete bibliographic information and a brief annotation for

each. Librarians might do well to make copies available to teachers who are hard pressed to find condensed, graphic material to catch—and hold—the streamlined attention of the modern pupil.

Of particular interest to college librarians is Guy R. Lyle's *Administration of the College Library* (Wilson, 1944, \$4.50). The result of his experience in the field, his wide reading, and the application of his analytical mind to the varied problems of this phase of librarianship, the book is a gold mine of information. Sufficiently detailed to be of practical value, the length of the volume will not discourage the serious reader. Four chapters in the book were contributed by authorities in their fields. Arnold Trotter, Assistant Librarian of the University of Illinois, is the author of the chapter on cataloging and classification. Chapters on book selection and acquisition, and on the selection and acquisition of special types of materials were written by Paul Bixler, Librarian of Antioch. Marjorie Hood, Head of Circulation at Woman's College, wrote the section on circulation work. The book will appeal to library school students because it is lucid and sufficiently concrete to be within their comprehension. Excellent chapter bibliographies direct the student to the best professional literature on each subject, should he desire to do further reading. The more experienced librarian will be impressed by the penetration of the author's observations, and by his ability to relate each aspect of college library work to the total picture of campus library service. The college library is revealed, not as an independent, static institution, but as an integral part of the college, responsive to the changing needs of the faculty and students whom it serves.