the action sought is the practice of the best present library methods which are applicable to a small collection and a small staff. The book is slanted toward that neglected area of our profession which involves 'one-man' libraries, of which there are many, and to college libraries with a staff of as many as three, of which there are many more. The author even assumes, and rightly, that many of these librarians may be without benefit of professional training.

The text is clear, thorough in treatment of the areas chosen, but concise in statement and precise in reference not only to accepted library practices but also to the most essential tools and professional literature and organizations. The latter is an indication of the author's very gentle but firm persuasion of those library staffs which are least likely to do so to participate in and benefit from such organizations, notably the ALA.

The value of this book lies in its orientation and emphases. Nothing really new in library method or administration has been said. What has been said has been said well, and with the exception of some slight confusion arising from a lack of sufficient sub-heads, the book is very readable. Strong points include its emphasis on budget matters, an avowedly knotty problem for any library administrator; its numerous but pertinent appendices; and an adequate index.

This volume is deceptive in its simplicity. It is a mine whose wealth may be acquired easily by both professional and nonprofessional staff members of the small college library, and it should soon find its way as well to the reading lists of library science courses in college library administration.—John David Batsel, Lambuth College.

Books Briefly Noted


Microcard Series . . .

(Continued from page 333)

A scale of the graphic type was decided on as the vehicle for making the rating. Definitions of the traits and of the cues were culled from rating scales in use by libraries, and from suggestions of the faculty of the division of librarianship at Emory University.

The completed scale, together with instructions to raters, appears in the appendix of this paper.

STONE, ELIZABETH W., An analysis No. 138 of the core administration course of the library schools accredited by the American Library Association. (Thesis: M.S. in L.S., Catholic University of America, 1961.) x, 166 1. $1.50.

Purpose of the study was to inventory the topical content of the core administration courses offered in the thirty-two accredited library schools and to determine the amount of agreement: (1) major topics of instruction in basic administration required of all students in the Masters' program; (2) the relative importance of the various topics as indicated by the frequency of inclusion; (3) and the methods of instruction.

It was found that the core concept of a body of knowledge that must be mastered by everyone has been accepted by 66 per cent of the library schools as applicable in the field of administration. Twenty-one of the thirty-two schools offer a core course in administration. Of the material being offered in these core courses there is 77 per cent agreement among the schools on topics covered. The study also includes a survey of the literature on the teaching of library administration.