Librarians, cultural historians, and foreign relations specialists will find the book informative and very useful. Librarians who call for isolationism should read this book with an open mind. It is a good analysis of the way we were: compassionate, loving, and very helpful.—Mohammed M. Aman, Dean, Palmer Graduate Library School, C. W. Post Center, Long Island University, New York.


This is a rather peculiar work both in its intentions and its realization. The author states that “its chief purpose is to ease the way for those who want to build, enlarge or upgrade their collections. . . . Although nostalgic humanists may deplore the calculated intervention of the recording studio, the public and the art of music benefit. This guide has been prepared to promote the widest possible distribution of that benefit to listeners of all ages” (p.vii).

How Mr. Halsey goes about his stated purposes is what constitutes the oddity. The book is divided into six main sections (excluding the glossary of audio terms and the title and subject-proper name-composer indices): (1) music, education, and recordings; (2) the “collection”; (3) reviews; (4) buying sound recordings; (5) classification, cataloging, and care of sound recordings; and (6) equipment and environments for listening. Except for section two, the work is in narrative form and is excellent from the standpoint of bringing together a plethora of information into one handbook.

The title of the work, however, suggests that it is section two which is of primary importance and it is precisely this section which is weak. Basically, it is comprised of two large listings: a composer-title list (subdivided into ten categories essentially by musical genre or form, and arranged within each category alphabetically by composer and then title) and a manufacturer’s catalog number-performer list. Mr. Halsey has assigned each item in the first list a distinctive “guide number” by means of which one may locate all of the titles on a disc identified in the second list.

Further, each entry in the composer-title list is given three coded ratings: (1) minimum age level (broken down to adult, secondary, and elementary); (2) aesthetic significance (a five point scale, 1 indicating “a masterpiece,” 5 “flawed or insubstantial”); and (3) access (another five point scale, 1 being a work which “commands attention” while 5 denotes an “austere, esoteric” work. These indications tend to be quite subjective and, often, capricious, Mr. Halsey’s assertions notwithstanding (e.g., the Shostakovich Symphony No. 5 has an aesthetic significance of 1 while the Sibelius Third Symphony rates a 4 and Stravinsky’s Firebird is given a 3).

This, plus the lack of important information (e.g., names of orchestras and, frequently, key performers and record labels are omitted), the approximation of playing times, the massive number of items covered (over 4,000 compositions), and the sheer cumbersomeness of the unwieldy arrangement extirpate any usefulness section two might have offered.

In fine, the work can be recommended only for the portion excluding section two, and recommended only for those who do not own works treating the subjects herein cared for in greater depth.—Kenyon C. Rosenberg, Assistant Director, University Libraries, Kent State University, Kent, Ohio.
