of arriving at them, because experiences will differ. But if the function of this book is to outline the whole picture and to provide stimulation to thought and action, then it should be the function of its readers to elucidate particular details as they understand them.—*Robert A. Karlowich, University of Illinois Library.*

Great Books

Molders of the Modern Mind. By Robert B. Downs. New York: Barnes & Noble, 1961. 396p. $6.00; paper, $2.25.

Ten years ago I read a library copy of Crane Brinton's *Ideas and Men* and was delighted to find that it brought into some order scattered bits of information I had picked up over the years. At the end the "Suggestions for Further Study" giving references to original sources in connection with each chapter inspired me to buy my own copy of the book. I was too optimistic when I thought I could read those suggested sources; I never even got through Thucydides, the first for the chapter on the Greeks!

When I examined the table of contents of *Molders of the Modern Mind* I hastily found that deserted copy of *Ideas and Men* and began to compare the titles suggested for the chapters from VIII on with the list of those reviewed in *Molders of the Modern Mind.* Thirty-two of them were on the Brinton lists which included only seventeen others for the matching chapters. Brinton warned his readers: "An intellectual history is inevitably in part a series of private judgments made by the man who writes it. Unless that man is sure that he knows the right interpretation always—and this writer is not so sure—he will do better to afford his readers constant chances to go through the original stuff of intellectual history, and to make up their own minds on many matters." Mr. Downs ends his introduction: "Approximately three hundred titles were recommended for consideration by various consultants. It is patent that a unanimous verdict is exceedingly difficult to obtain on any given book. Selection is unavoidably a subjective matter, and responsibility for the final list has been borne entirely by the author."

With due respect to both these statements I am grateful to have been brought closer to knowing 111 books that any librarian should want to include in his reading experience, even though in large part vicariously. Mr. Downs gets into the approximately one-thousand-word quota for each title a summary of its contents, a significant quotation or so as a sample of the style of writing, something about the author and his contemporaries, as well as an estimate of his affect on later thought. For instance, in his account of Thoreau's *Resistance to Civil Government* he includes the story of its motivation of Ghandi half a century later.

The titles are grouped under four headings: "Renaissance and Reformation," "Enlightment, Reason and Revolution," "The Bourgeois Century," and "Making the Modern World." Each section is introduced by a short essay that fills in the contemporary background effectively, and incidentally makes the reader aware of the enormous scholarship of the man who has written *Molders of the Modern Mind.* This book should certainly give a lift to those librarians who cringe when they hear the accusation that there are too many administrators and too few bookmen in modern libraries, for here is one outstanding administrator who has obviously found time to read.

Mr. Down's 1956 volume, *Books That Changed the World,* included sixteen of the same authors he discusses in *Molders of the Modern Mind,* though in two instances other titles are used: *Das Kapital* by Marx instead of the *Communist Manifesto* by Marx and Engels, and Freud's *Interpretation of Dreams* instead of *Civilization and Its Discontents.* The earlier book gives more material on each title and uses more quotations, but the essentials are all included in the shorter summaries, and the flavor is maintained. Several of the titles mentioned in the introduction to the first book as having been considered for inclusion and rejected "for one reason or another" are found in the second book, suggesting that the research done for the first led into the more extensive coverage in the second. A number of historians and critics are cited in the essays introducing the four sections of *Molders of the Modern Mind,* among them Brinton whose *Ideas and Men* is quoted.

In *Books that Changed the World* Mr. Downs said: "In view of the extreme difficulty as to readability of perhaps a majority of titles on the select list, this question may reasonably be asked: How could these works exert influence on any except a narrow band of specialists? . . . Their influence, accordingly, has resulted from interpretation by experts." I would ask another question: in view of the extreme difficulty of understanding many of the books that have molded our modern consciousness, and the equally extreme difficulty of finding time to read them, isn't it better to read Mr. Downs's lucid summaries than to fail to read most of the originals?—*Katharine M. Stokes, Western Michigan University, Kalamazoo.*

A Regional Survey

College, University and Special Libraries of the Pacific Northwest. Edited by Morton Kroll. (Pacific Northwest Library Association Development Project Reports, Volume III). Seattle, University of Washington Press, 1961. x, 310p. $6.75.

This study, volume three of the reports of the Pacific Northwest Library Association Development Project, consists of two parts. Its first third covers college and university libraries, while the remaining two-thirds presents surveys of three types of special libraries: legal, medical and federal. In both cases the geographical coverage is the four states of Washington, Oregon, Idaho, and Montana and the province of British Columbia. Only three of the six chapters ("Policy Making and Control in College and University Libraries," "The Academic Library and the Community: A Study of Relationships between Public and Academic Libraries in the Pacific Northwest," and "The Federal Library in the Pacific Northwest") have individual authors; teams of two ("The Research Function of College and University Libraries in the Pacific Northwest"), four ("The Law Libraries of the Pacific Northwest"), and six ("The Medical Libraries of the Pacific Northwest") prepared the other three chapters.

The first of the three chapters on college and university libraries provides an excellent view of the structure of policy making. The author first considers policy making within the library and then examines relations with nonlibrary groups. The writer, a political scientist, concludes that the most effective forms and procedures of administration are those which keep open the channels of communications. He also emphasizes that procedures are no better than the men who use them—certainly a plea for more competent and qualified administrators. Students of library management, take heed!

The next chapter explores the library's role in research. Although a discussion of resources devotes one paragraph to listing some special strengths of the area's libraries, the writers point out that "highly reliable knowledge of the actual state of the collections in the various fields throughout the region must await more exact and extensive surveys." Not mentioned is the fact that a new edition of John Van Male's *Resources of Pacific Northwest Libraries* (1943) could accomplish this. The claim of the authors to concentrate "on four selected fields: physical sciences, social sciences, biological sciences, and humanities" puzzles this reviewer, since most scholars would think of these areas as embracing all of the disciplines within the liberal arts and sciences, excluding only the various professional fields of law, medicine, architecture, etc. After brief consideration of finance, services, and facilities the chapter concludes with twelve "tentative recommendations" ranging from more efforts to develop collections and to fill gaps to an "improved system for controlling the time of binding journals."

Perhaps the most striking thought left with the reader of Carlson's study of the academic library and the community is not the lack of examples of a combined public-college library service but the lack of interest in experimenting with it. He offers the explanation that, in spite of "a great deal of effective though informal cooperation" between the two types, "the definite feeling persists that each . . . has its own clientele."

The reader of the chapters which form part one needs to bear in mind that each has a somewhat different scope. The first does not indicate how many libraries it covers, but the examples tend to draw on the larger academic libraries. Chapter 2 is based primarily on nine institutions (the universities