Scarecrow Press's operations has considerable validity, but its flaws are all too clear when a good piece of work is prevented from reaching the high standard that its basic substance justifies. It is a considerable praise for Grotzinger's work that it remains, despite these drawbacks, a sound, readable, and definitive study of an important figure of American librarianship.—*W. L. Williamson, University of Wisconsin.*

Libraries and the College Climate of Learning. Ed. by Dan Bergen and E. D. Duryea. Syracuse, N.Y.: Syracuse Univ. Pr., 1964. ix, 84p. $1.25. (66-18300).

This series of papers from a conference at Syracuse University in June 1965 will be especially welcomed by those who heard enthusiastic accounts from the people who attended. The conference, sponsored by the school of library science and the Program for Higher Education in the school of education, offered some eighty librarians, professors, and administrators an opportunity to consider the drift "away from a primary concern with student learning," and "to introduce new insights illuminating the relationship of the undergraduate student, the institutional or campus climate, and the library." The two purposes are admirably fulfilled by the professors and librarians who prepared the papers.

The first, by a psychologist, with the intriguing title, "The Book on Bardot's Bottom," is an analysis of today's undergraduates which concludes reassuringly that they "have come to school to learn, and to find relevance to life in that learning." And if there sometimes seems to be a lot of sex among the "books and banners," the history of collegiate education proves it was ever thus.

Next, a sociologist considers the problem of providing the student with resources outside the classroom where "a good share, if not most" of his learning takes place. Considering the advantages of homogeneity in the small college versus those of diversity in the university, he concludes that, for library purposes, "We shall have to have it both ways." He suggests the student union as a good place to locate a "sublibrary" and that "no campus library is a good library if it does not have a good coffee shop." He

admits, however, that, "The coffee would need to be priced a little high, perhaps, to replace books smudged to death by greasy fingers."

Mrs. Patricia Knapp then speaks wisely out of her experience at Monteith College. She states her conviction that "the major potential of the library toward the development of an integrated learning environment lies in its relationship to the curriculum and the faculty," suggesting that the involvement of the librarian in such a relationship is more important than the physical location of the book collection.

Robert T. Jordan of the Council on Library Resources dreams big in the next paper about the "library-college" and the elements of a liberating education. He offers specific patterns for the design of a library "that has incorporated within its structure both formal and informal educational activities."

In the next paper, an educational sociologist describes the evolution of American higher education and predicts its implications for future librarians. Library elder statesmen will be fascinated by this professor's-eye view of what they have experienced, and young librarians should read it as a guide to how to adapt to the changing requirements for successful librarianship.

Dan Bergen, then of the Syracuse school of library science, provides a thoughtful conclusion, as joint editor with E. D. Duryea, the chairman of Syracuse's Program in Higher Education, who wrote the foreword. —*Katharine M. Stokes, Western Michigan University.*

Book Publishing in America. By Charles A. Madison. New York: McGraw-Hill, 1966. 628p. $12.50. (66-18477).

The title of Charles A. Madison's most recent volume is over-inclusive, because the book does not really attempt to describe the multifaceted personality of *Book Publishing in America.* Perhaps a more exact title would be *Chronicles of Book Publishing in the United States;* its breadth is limited to one country and its scope to one dimension of publishing history—*viz.,* to the great firms, the great names, and the great books of a great industry—without attempt to interpret or exegete upon them.

The book is good, old-fashioned, "battles-and-kings" history, and as such it succeeds. Everyone who was anyone, every storied incident, every colorful imprint in the industry's 150-year lore is arrayed before us in full panoply. Here is truly a "Field of the Cloth of Gold." If its otherwise felicitous prose becomes weighted down on occasion by distended catalogs of escutcheons and crests, it must be remembered that chroniclers have had it ever thus. The thirteenth book of Holy Writ, essential though it may be, has remained unreadable for three millenia, and the genealogies of King Alfred of necessity read like a laundry list.

The present book's main thrust, because of its comprehensiveness, will probably be as a reference work, although its value as such will no doubt be reduced by the fact that its index, despite its twenty-one pages, is not as detailed as some might wish. In using the book for reference it must also be borne in mind that surveys of the American publishing industry draw heavily from reminiscences, memoirs, garrulities, and biased company histories—all of which are notoriously irresponsible historical accounts —and that such surveys themselves are therefore replete with factual inaccuracies. Scholarly, dispassionate, primary research into the many specific aspects of the industry has not yet been accomplished in adequate quantity to permit the writing of an essentially correct secondary survey.

Yet the author has done quite well by the sources available to him. His bibliography includes sixty-seven entries—most of them books—and the text makes clear that he has read, assimilated, and utilized them all. One would perhaps wish that he had made greater use of the periodical literature; sometimes more factually accurate accounting of details can be found therein. He may be partially excused for not doing so, however, by the lack of a good bibliography of American publishing, which makes the whole area a veritable jungle for the researcher who would work there. Generally, Madison's research will be considered reasonably adequate.

Documentation is abysmally absent. The scholarly world finds absolutely baffling the reluctance of many commercial publishers to document quotations in their books, and the present volume is an excellent exemplar. There are numerous tantalizing quotations, such as " 'the houses controlled by trade courtesy invariably endeavored to meet all trade friction on the highest plane of equity' " (p. 64), which are dutifully ensconced within double apostrophies but with no indication whence they were plucked. To pursue these thoughts further with their original authors, the reader has no recourse but to browse page-by-page through the sixty-seven tomes enumerated at the back of the book. Is this not a wasteful dereliction of scholarly responsibility?

On balance, however, this is a good and useful book. All medium-sized and large libraries will doubtless want it, as will individuals interested in the rise and development of this major American industry.— *D.K.*

The Library in Colleges of Commerce and Technology. By G. H. Wright. New York: London House & Maxwell, 1966. 175p. $5.95. (66-21410).

The need for this book lies in the very existence of the institutions which figure in the title. The whole area under discussion is a very peculiarly British affair and something should be said to put it into some frame of reference.

The majority of British children leave school, and so finish with compulsory education, at the age of fifteen. The minority remaining continue for another two or three years, and of that minority a small percentage will go on to the universities. This structure is always in a state of flux, and a generalization can be dangerous but, broadly speaking, it is this situation which has created the pattern described in this book.

Of the fifteen-year-old school-leavers, many—probably not a majority—will continue with some kind of vocational training. Much of this will be on a part-time basis conducted in the colleges of commerce and technology. For the most part courses will be in essentially practical areas of training and education, such as craft courses for engineers, builders, plumbers, and so on; there also will be courses in commercial and secretarial fields.

The position of the library and the librarian vis-à-vis such students is a complex and a difficult one. To begin with, the schools