

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.