be converted to a relative classification. By 1914–15 cataloging was essentially up-to-date.

These tasks were spurred on by the impending gift from Eleanor Wilkins Widener of a building in memory of her son, Harry Elkins Widener. The development of the building through careful negotiations with Mrs. Widener, who President Lowell noted had "decided architectural opinions" and with her architect, Horace Trombauer, who was dedicated to the grandiose style, is told in excerpts from letters and other documents which are amusing in retrospect, although no doubt painful at the time.

Much of Coolidge's energies was spent in urging gifts from alumni and friends, but often the additional funds needed to buy a special collection, to support an agent in Europe or South America, or to underwrite unusual operating expenses came from his own pocket. Coolidge's role was more than that of a fund raiser; his view of collecting for a university library is given in a 1925 letter:

I have always believed in quality and quantity, accepting cheerfully everything that comes our way but doing my best to guide carefully the expenditure of whatever funds I control or when I have any influence on the purchases of others. . . . A collection of a single author, no matter how splendid, cannot be understood without knowledge of his sources, of the influences which surrounded him and affected him and the results he produced on the minds of others.

Bentinck-Smith's knowledge of the Harvard scene comes from his years as editor of the Harvard Alumni Bulletin and as assistant to the President of Harvard. I doubt that anyone else could have produced the same note of affection tempered by gently poking fun at the eccentricities of the period. The book has been handsomely printed by the Stinehour Press, composed by the Harvard University Printing Office, and bound in blue cloth with crimson endpapers and the Harvard crest in gold on the front cover.—Joe W. Kraus, Illinois State University Library, Normal, Illinois.


In this book, based on her Ph.D. dissertation (University of Pittsburgh Graduate School of Library and Information Sciences), the author discusses patterns of library technical assistance of public and private agencies in the U.S. to other nations. These contributions include visits of experts and technicians; receiving fellowship recipients; organizing courses and seminars; exchanging or disseminating information or documents; and supplying materials, equipment, and, occasionally, financial support.

The history of U.S. library technical assistance from 1940 to 1970 through its major sponsoring agencies is divided into three chapters.

The first examines the activities and contributions of the U.S. Government, begun in 1938 with the inauguration of the cultural relations program. Although the government has supposedly funded the largest number of projects involving library advisors until the 1960s, the analysis of these activities is not so detailed and informative as the treatment of the private sector. This imbalance may be explained by the author's statement that "there is no lack of primary documents in this area, although the majority of these reports are still publicly unavailable" (p.5). The references used in the first chapter clearly show the lack of primary material.

The second chapter on the activities of private voluntary agencies gives special emphasis to the activities of the Carnegie Corporation and the Rockefeller, Carnegie, and Asia Foundations. For each of these agencies the author describes program goals, geographical area of concern, support to university library developments, and support to library educators. Documents and reports from these foundations and interviews and private correspondence with responsible individuals result in a well-written, authenticated chapter.

The third chapter, equally well-written, describes the activities of the ALA during the same period, 1940–1970. The association's international relationships vis-à-vis the sponsoring agencies are examined to determine the role it has played in this area of international involvement.
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. Although 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.
