

broadening under the G.I. Bill, the promise of the 1960s, and the reversal of the 1970s that has forced hasty consideration of "networking" rather than the provision of adequately supported libraries.

Harriet Pilpel is known to most librarians as a victorious advocate in suits involving censorship and as a trenchant and witty writer. Her "Libraries and the First Amendment," despite acknowledgment of ALA's defense of intellectual freedom, deals more with threats to the First Amendment than with libraries' attempts to repel them. Pilpel indirectly expresses misgivings about recent Supreme Court decisions in obscenity cases and espouses what she calls "neutral principles," which is her "shorthand way of saying that all ideas and depictions should be welcome in a free marketplace of thought." Her essay is a delight to read.

The title of John Hope Franklin's lecture, "Libraries in a Pluralistic Society," afforded the lecturer an arena in which to condemn the policies that permitted libraries and librarians to reflect "the darker phases of American society" by their unfair treatment of ethnic minorities. A rather oratorical homily in professorese adjures librarians to "do much to create a social order of peace, purposefulness, and mutual respect such as we have never known before."

The Librarian of Congress, attending his first meeting of the American Library Association, entitled his address "The Indivisible Community." This subject is sufficiently broad to permit Boorstin to begin by describing the limbo in which public libraries now find themselves as contrasted to their vigor a century ago, when they were guided by "three founding principles"—self-help, autonomy of the individual, and community. By a process not fully traced, these principles have become blurred in an "Age of Broadcasting." Television, the chief medium of this age, should be used "to make TV viewers into more avid book readers and more enthusiastic library users." It is doubtful that most TV viewers are now avid readers and enthusiastic patrons of libraries whose degree of avidity and enthusiasm may be increased by propaganda on the tube. Boorstin's statement that Herbert Putnam "began selling library cards" in 1901 implies that admission was charged to

the library over which he now presides.

Perhaps Herman Liebaers' "Impact of American and European Librarianship upon Each Other" makes more sense in its original French or Flemish, but in English it is a disjointed and spasmodic personal view of the politics of IFLA, ALA, FID, and UNESCO—far from the survey implied by the title. There appears to be no organization to the material; the style occasionally drops to such phrases as "automaticity of priorities"; it abounds in paradoxes that are not paradoxes; in short, it is a disappointment.

The only typographical error I discovered is an amusing one. Joseph C. Rowell, librarian of the University of California in 1905, in lamenting the inadequate support of academic libraries in comparison to the riches of public libraries, is quoted from *Library Journal*: "Enviously I have been the public librarian, with a city's treasury at his back, wasting his substance in trumpery novels by the thousand." *Library Journal* gives the verb correctly as "seen."—Henry Miller Madden, *University Librarian, California State University, Fresno*.

Oboler, Eli M. *Ideas and the University Library: Essays of an Unorthodox Academic Librarian*. Contributions in Librarianship and Information Science, no.20. Westport, Conn.: Greenwood Press, 1977. 203p. \$14.95. LC 77-11. ISBN 0-8371-9531-4. ISSN 0084-9243.

Paraphrasing an Oboler dictum, given a choice most book reviewers would rather review a volume with a central theme than a collection of essays and speeches; but when will some librarian frankly write in a review, "This collection is no work of great research but has several exciting pieces of miscellanea that your readers will enjoy. I have. Buy in quantity!"?

Those who know Eli Oboler or who have watched him on the library scene for more than a quarter of a century will appreciate his having assembled what he must consider the best of his "utterances" in this one volume. Included are 30 titles under 7 headings plus an exhaustive bibliography containing 152 items, not including numerous book reviews and reading lists.

The flavor of the writing is the flavor of the man; and, as he says in the preface, the

writings "have a certain unity as statements of fact and opinion reflecting the professional life of an academic librarian in America in the generation between the post-World-War-II euphoria of the early 1950s and the bicentennial frenzies of post-Watergate 1976." Included are such topics as a brief history of a scholarly library, his personal views on library mechanization, intellectual freedom, censorship, the history and influence of library associations, his reaction to library statistics, and some thoughts on academic librarianship.

The concluding chapter entitled "Miscellanea" in itself makes this book worth having. It contains some of his salty letters to editors and a group of witty remarks so characteristic of Eli Oboler. He might have spared us a sample of his verse, however!

This is not a "must purchase" book for every library since most of the writings have appeared in familiar journals. However, it is a useful compilation of the writings of an articulate, intelligent, critical librarian who has something to say and who is not afraid to say it. The volume is attractively produced by Greenwood Press as number twenty in its series on Contributions in Librarianship and Information Science.—Dale M. Bentz, *University Librarian, University of Iowa, Iowa City.*

Shores, Louis. *The Generic Book: What It Is and How It Works*. Learning for Living Series. Norman, Okla.: Library-College Associates, 1977. 164p. \$5. LC 77-22891. ISBN 0-917706-02-1.

By the "Generic Book" (a term that Shores insists on capitalizing) is meant "the total number of ways which men have of communicating with each other," and its utility in education is the availability to the individual learner of an infinite variety of ways to acquire knowledge and information. Three dimensions of the Generic Book are explored in detail: the subject (content), level, and format aspects. Then follow chapters on the characteristics of print versus graphic materials and of human versus environmental resources as carriers of information. Although none of these concepts will be new to the veteran educator, Shores'

discussion may prove enlightening to anyone who has not yet seriously considered how people learn most effectively.

As the acknowledged and prolific dean of the library-college movement, one would expect Shores to have something significant to say about what constitutes effective educational media. Indeed he has. The pity is, however, that his exposition is rambling, repetitive, and so theoretical—in the conceptual rather than the technical sense—that the reader who accepts his arguments is frustrated by the lack of practical suggestions for implementing what is in fact a serious educational manifesto.

Furthermore, the exact relevance of the Generic Book construct for the librarian is only hinted at, with much more emphasis given to the role of the teacher in conventional terms. One would have to be quite familiar with the tenets of the library-college model to understand where the librarian fits in the larger picture since the words "library" and "librarian" are rarely used.

Despite its brevity, the essential message of *The Generic Book* could have been conveyed in one-tenth the pages. Shores' exposition moves at a snail's pace, further aggravated by the frequent use of such patronizing phrases as "by now it should be clear," "needless to say," and "in light of all these things," and for the most part unrelied by documentation. The work has no index and concludes with a brief bibliography citing the old standbys of library-college thought.

Although this tract does have its place in any extensive education or library science collection, it is a shame that by dwelling overlong on content, level, and format, Shores abuses two other key elements of human intellectual experience, time and space, muffling his sharp thought in clear but extraneous verbiage. In short, *The Generic Book* is a bore with a point.—Mary W. George, *University of Michigan Library, Ann Arbor.*

Kurth, William H., and Zubatsky, David S. *Recommended Procedures for the Internal Financial Auditing of University Libraries*. St. Louis, Mo.: Washington Univ. Libraries, 1977. 96p. (Available in