

Book Reviews

Dewey, Barbara I., ed. *Raising Money for Academic and Research Libraries: A How-to-Do-It Manual for Librarians*. New York: Neal-Schuman, 1991. \$37.50. (ISBN 1-55570-082-9).

A few months ago, the *Wall Street Journal* reported that libraries have begun to look to private sources of funding to supplement their budgets. In a time of fiscal constraint, spiraling costs of print material and increased appetite for expensive technological products and services, libraries are developing innovative ways of increasing their budgets. The newspaper cited a particularly striking fund-raising activity called *calf bingo* used by the Sydney, Montana, public library, in which the winner is determined by a calf "deposit" on a giant board.

Academic libraries, also, are becoming involved in fund raising not only to acquire "luxury" items such as important manuscripts or valuable collections, but also increasingly to provide the basic necessities expected by their users. *Raising Money for Academic and Research Libraries* is the first work devoted entirely to fund raising for academic libraries. Although it does not get down to the level of detail provided by the *Wall Street Journal*, it provides a very good overview of the institutional framework and the basic strategies that allow library fund raisers, or development officers, as they are frequently called, to stage the kind of idiosyncratic event described above.

This volume consists of nine chapters, each written by a professional involved in library development in an academic library. The authors are all members of Development Officers of Research Academic Libraries, North America, or DORAL, N.A., an organization created

in 1987. Collectively, they map out the field of library fund raising by describing techniques for working with individuals, corporations, foundations, and government agencies. Thus there are chapters titled "Fundraising/Development Plan," "Library Friends," "Donor and Donor Relations," "Grants," "The Corporate Connection," "The Library Campaign," "Planned Giving," "Public Relations," and "Development Personnel." The authors write simply and, in most cases, avoid jargon and euphemisms. The "how-to" orientation of the volume is reflected in the visual presentation, which includes wide margins, clear headings, and bullet statements.

Although most of the contributors have backgrounds in fund raising rather than in librarianship, they are well aware of the position of the library within the educational institution and suggest ways of building constituencies and of working with university administrators and foundations. The focus is always on the practical, and there is little in the way of historical perspective or sociological analysis. Each chapter functions as a useful checklist of points to be covered and activities to be undertaken when embarking on a specific fund-raising project. For example, there is practical advice on publications, outlines of fund-raising campaigns, sketches of organizational charts, and pointers on approaching government agencies. Lists of professional organizations that can help the fledgling development officer are included.

All the chapters are useful, although the chapter on corporate giving is somewhat vague, and the one on planned giving is too dense for the beginner. Joan Hood's discussion of library friends

groups is among the best. She stresses the critical importance of friends groups, which she terms the "core of the development program" and "the critical factor in the longer term investment of bequests, significant donations of gifts-in-kind, capital programs, and the building of endowment funds." Hood highlights the key elements in developing a vital friends group (e.g., programs, newsletters) and describes the various ways in which volunteers can become involved in library operations as well as in fund raising drives. In their chapter on grants, Helen W. Samuels and Samuel A. Streit describe government agencies with an interest in libraries and note where interests overlap. The reader, however, will have to go to other sources to develop a clearer understanding of how to approach foundations.

In her chapter "Donor and Donor Relations," Charlene Clark describes the typical donor as a conservative or religious person who views his or her contribution as an investment in the institution's future. Surely this is too narrow a characterization of donors. Vartan Gregorian, now president of Brown University, who provided the brief introduction to *Raising Money*, proved himself a master of fund raising on behalf of the New York Public Library when he was head of that institution. It would have been fascinating to have his views on why people give and under what circumstances.—Eva M. Sartori, *University of Nebraska-Lincoln, Lincoln, Nebraska.*

Allen, James Smith. *In the Public Eye: A History of Reading in Modern France, 1800-1940.* Princeton, N.J.: Princeton Univ. Pr., 1991. 325p. \$39.50 (ISBN 0-691-03162-2). LC 90-28810.

James Allen's book on reading in modern France is an adventurous exploration of relatively new territory. The author has assembled and synthesized an enormous and diverse body of sources to address a topic fundamental to the social history of ideas. Influenced by recent studies of reading in early modern Europe, he poses three basic questions: In what circumstances did

people read in France from 1800 to 1940? How did they read? What did their reading mean to them and why? These questions correspond roughly to the three divisions of the book and are framed in the context of contemporary theories on reception and reader-response. There is no single thesis to prove, nor are there striking discoveries; instead Allen draws a lively range of observations from the mass of sources he surveys.

The primary focus is on readers' personal perspectives. A variety of contextual factors influenced these perspectives, many of them indicated by data that are relatively clear, such as literacy rates, publishing statistics, educational trends (especially in the study of literary texts), and censorship. These areas are deftly described in a tour de force of survey and synthesis. Just as important to the study are the socially defined predispositions that led readers to derive certain meanings from reading. Different interpretive communities are shown to determine reader response, based on such factors as regional perspectives, class identification, or gender-consciousness. Whatever the context, reading gradually developed into a private act of self-discovery, subject to the personal and even creative involvement of the reader. In general, the reaction to literary texts reflected a delayed grasp of literary trends, meaning that readers' responses evoked the themes of classicism, romanticism, realism, or symbolism long after those movements became prominent features of literary representation. The book often seems to be as concerned with attitudes toward authors and reading as it is with the act of reading itself, highlighting the public or socially correct image of literary engagement. This is a perfectly valid approach in French cultural studies, where the tradition and sometimes the mythology of an actively literate society continue to play such important roles. Image, juxtaposed with reality, comes into sharper focus as the author defines the historical context.

The focus of the study, the methodology, and the choice of sources are narrower than the title indicates. The variety of