

with foreign science have received less attention but may be of equal or greater importance. Lack of copyright protection in the USSR permits a major program, begun in 1955, of photographic reproduction of foreign journals and books. One hundred thousand copies of a seventy-five page catalog of such journals were printed in 1958. There appears to be no extensive (and expensive) translation of journals cover-to-cover, as in the United States, but there are numerous series which provide full translations of selected articles and varying degrees of annotation and listing. The author mentions the *Ekspress-informatsiia* series, begun in 1955, as a particularly successful one.

The appendix of fifty-six supplements includes many statistical tables. Although statistics in the first forty-three supplements are derived from one principal Soviet source and two annuals which continue it, as noted on p. 198, unfortunately no cross reference to the note appears with the tables themselves. The problems of comparative statistics for American and Soviet publishing are discussed in the concluding chapter. Earlier in the book there is a statement about the acute shortage of printing facilities in the Soviet Union, a fact which might have been reiterated in the otherwise valuable concluding estimate of the publishing scene.

It is gratifying to find much well documented material brought together under one cover and organized in such a way as to be particularly meaningful for the librarian, whether for purposes of comparison or as a *vade mecum* in dealing with Russian publications.—*Eleanor Buist, Reference Department, Columbia University Libraries.*

Reading for Life

Reading for Life: Developing the College Student's Lifetime Reading Interest.
Edited by Jacob M. Price. Ann Arbor, Mich.: University of Michigan Press, 1959. 271p. \$6.00.

It is exciting to have first-class minds probe such an important problem as how to give the undergraduate working for his degree in science or economics a lifelong enthusiasm for reading books. This collection of suggestions from teachers, librarians, and bookmen is gathered from the proceed-

ings of a conference at the University of Michigan in February 1958.

The occasion was auspicious (dedication of the three-million dollar undergraduate library). The participants were able and conscientious. The editing of their contributions, which includes discussion from the floor and even follow-up correspondence as well as the papers given, has accordingly produced a stimulating volume—and a discouraging one.

Librarians are always shocked and dismayed when confronted with the statistics which indicate, as Lester Asheim reports in his survey of recent research, that only 21 per cent of a random sampling of adults in the United States in 1949 admitted to be actually engaged in reading a book; and by 1957 this percentage had dropped to 17. Other studies show that 15 per cent of college students withdraw no books from the library at all during the academic year and that 31 per cent withdraw less than one book per month. If reading is not being done by students, who still manage to graduate, then the future of book reading looks black indeed.

Of course, as the conferees point out, there are extenuating considerations: Science students may not need to do so much book reading; students may read other than library books; reprints in paperback form are a dramatic new source; "reading" by way of other materials, such as audio-visual aids and non-book publications, may be equally effective in the learning process; and most of the teachers testified that today's undergraduate seemed better able than his predecessors to extract information from various sources. Still, for those who are committed to the value of the book, the picture looks dark, for all are agreed that the college years are crucial to continued book reading.

What are the causes of this defection from the book? One mentioned by the conferees is the nature of the student. Dean Charles E. Odegaard, now president of the University of Washington, states that 25 per cent of college students today come from families of unskilled workers where there are few books and little reading. Elementary and secondary instruction often does little to emphasize the rewards as opposed to the duty of book reading. Many participants admitted that college teaching also left much to be

desired: teaching from texts; big and impersonal lecture courses; objective tests; dull teachers who, according to Professor William C. Steere, inspired one student at Michigan to write: "Every student has some small spark of genius. It is the duty of the professor to water this spark."

August Heckscher speaks of how the break-up of Community and the disintegration of Authority have affected book reading. The problem is then examined from the viewpoint of the teacher: Professor Reuben A. Brower of Harvard in discussing the humanities arouses much discussion about his techniques of "reading in slow motion." The social sciences are covered by Professor Robert C. Angell of Michigan, and the sciences by Dr. Steere. Harold Guinzburg, publisher, and Ralph E. Ellsworth, librarian, put stress on the importance of the accessibility of books through a college bookstore and library.

Many ways to encourage more book reading are suggested by the conferees. Several quote approvingly the recommendation of the President's Committee on Education Beyond the High School: "The Committee particularly urges increasing emphasis on the development of educational methods which place larger responsibility for learning on the student himself." This should force the undergraduate to turn more to the library and independent reading. Dr. Ellsworth emphasizes that the library must have the support of the college administration in order to have the proper staff and resources to meet such demands. All agree, however, that incentive must be supplied by devoted teachers and effective teaching methods.

What, then, is discouraging about this symposium? Briefly, it is the discrepancy between the ideal solutions offered here and the harsh reality of the formidable obstacles blocking the way to any practicable accomplishment. Previous studies by Dr. Patricia Knapp and testimony by teachers at this conference indicate that the laudable objectives of the institution with regard to promoting lifetime reading interests are often at variance with the aims of a particular instructor who is concerned with inculcating a narrowly defined body of knowledge. Mrs. Roberta Keniston, librarian of the Michigan undergraduate library, warns that the library had better not try to dictate to the

faculty how courses should be taught. Furthermore, Dean Roger Heyns of Michigan admits that "many of the most conscientious university teachers today are not fully convinced about the primary place of reading in the learning process."

Finally, several conferees stress the great importance of motivation in reading: motivation which is dependent upon the status of the scholar, intellectual (egg-head), and bookworm in American society. Unless the library can be made to seem as important and acceptable to the undergraduate as the student union, football, fraternities, and other symbols of social standing, book reading will be a minority activity. Can librarians make reading glamorous? Can they persuade teachers to stress the book? Can they inspire lifelong enthusiasm for book reading? If not, who will?

Dean Asheim concludes with the admonition that for college teachers, administrators, and librarians to read this stimulating book is not enough. Book reading must lead to book use, and achievement of some of the challenges in this book "can come only through constructive action, action stimulated and given direction by the ideas recorded here."—Henry James, Jr., *Ferguson Library, Stamford, Conn.*

Mean What You Say

Mean What You Say: Proceedings of a Conference on Written and Oral Library Reporting at the University of California, Santa Barbara, July 20-23, 1958. . . . Ed. by Betty Rosenberg. (UCLA Library Occasional Papers, Number 10.) Los Angeles: University of California Library, 1959. xii, 85p.

"I think of this conference as a conspiracy, bent on overthrowing the dullness, ambiguity, formlessness, verbosity, jargon, that keep librarians from effectiveness when they write and speak. . . . This is no light task. We are like Xenophon's Greeks, deep in the desert, ringed by laziness, indifference, fear, even despair, and the blue water is far away."

With these eloquent words (p. 2) Lawrence Clark Powell opened this conference. Anyone who has ever plodded through that