

is the University of Michigan's Michigan Historical Collections with which both authors have been associated. Even the "best," however, leaves something to be desired. Unlike Schellenberg's *Management of Archives*, the book is not innovative, although there is need for innovation in the fields it covers.

With respect to collecting policy, it would have been well to state a broad guideline such as the following; "Once a subject field is chosen, manuscripts should be acquired on any aspect of the subject for which there is inadequate primary source material." Acquisition of photocopies to buttress manuscript holdings misses attention, as does the administration of manuscripts on microfilm. In many libraries administration of photocopies has been neglected. There is, however, a good discussion of the legal problems of photocopying and the acute problem posed by "loss of control" of photocopied material. Acquisition of records of current organizations should have received attention; such records are a growing component in modern manuscript holdings.

Need for innovation is greatest in the area of arrangement and description, and it is here that the authors should have presented the over-all problem as one for which no generally accepted solutions have been found. For example, in this reviewer's judgment, too much time in manuscript libraries is spent in the kind of minute subject analysis of manuscripts advocated by the authors; T. R. Schellenberg's innovative "broad subject" approach is a better guide to practice. However, neither he, the authors, nor manuscript librarians as a group recognize and react to the fact that most users approach manuscripts by *names*. Psychologically the user has already linked names with his specific subject(s) thereby rendering largely superfluous the library's painstaking, specific subject analyses which are, at best, inescapably erratic.

Reflecting current practice, the authors discuss different kinds of finding aids: guides, inventories, catalogs, and indexes, each being suited to particular kinds of manuscript groups. Yet, in this reviewer's opinion, if there is to be progress, recognition must soon be given to the need for a *single interphased system* using cumulative indexes that guide the user from single

leads (name, subject, or date) to all units having the desired manuscripts. In part, the *National Union Catalog of Manuscript Collections* does this unwittingly, however inadequately. The authors properly stress the priority of a published comprehensive guide to the entire holdings in preference to guides to individual units, although along the way the latter are good for publicity.

The basic concepts of rule of provenance, order of provenance, and original order are not clearly distinguished. There are helpful appendixes with models (pp. 123-47).—*Richard C. Berner, University of Washington.*

The Power and the Dignity: Librarianship and Katharine Sharp. By Laurel Ann Grotzinger. New York: The Scarecrow Press, 1966. 331p. \$8. (66-13735).

Katharine Lucinda Sharp was one of librarianship's early prophets. In 1893, she founded a library school that became the graduate school of library science of the University of Illinois. A careful study of her career has long been needed, and Grotzinger has done it well.

Born in Elgin, Illinois, in 1865, Miss Sharp was graduated from Northwestern University in 1885. After a period as a teacher and then as assistant librarian of an endowed public library in Oak Park, Illinois, she went to Albany in 1890 to attend Melvil Dewey's library school. After graduation, she undertook several short-term responsibilities and then, in September of 1893, was employed to found a library and a library school at the Armour Institute in Chicago. During the summers of 1895 and 1896 she also directed short courses at Madison, Wisconsin, under the sponsorship of the state library association.

The library school at the Armour Institute was both popular and successful. As originally planned, it was to be a highly practical program designed to train technically competent library assistants. Miss Sharp sought to raise the academic requirements in order to produce librarians qualified at a higher level than that of mere technicians. She was successful in introducing a second year into the diploma program, but the library science curriculum, as she conceived it, was not entirely compatible

with the technical orientation of the other programs of study at the Institute. Moreover, the institution found itself unable to afford fully adequate financial support to the library or to the library school. When, therefore, two universities sought to attract Miss Sharp and her school to their campuses, the transfer was made in an atmosphere of cordiality. The decision to move to the University of Illinois rather than to the University of Wisconsin was motivated in part by her conviction that the library and the library school should be under the same direction, a situation offered at Urbana and not at Madison.

For ten years, from 1897 to 1907, Miss Sharp served the University of Illinois as head librarian, director of the library school, and professor of library economy. During her administration the collection was almost tripled; the staff was increased, reorganized, and given faculty rank; and the library's relationships with its constituency gained new vitality. The library school was established on a sound basis. Miss Sharp sought unsuccessfully to require a baccalaureate degree for entrance but was able to require three years of college work for admission and to make the University of Illinois the first in the country to award a formal degree in library science based on four years of collegiate study.

Directing both the university's library and its library school were activities demanding enough to absorb any one person's energies, but Miss Sharp was active in many other enterprises as well. She was one of the founders of the Illinois State Library Association and was involved with the affairs of the American Library Association, the Bibliographical Society of Chicago, and its successor, the Bibliographical Society of America, and of the Association of Collegiate Alumnae as well as other organizations. She led in efforts at library development throughout the state and, in particular, took the lead in the campaign for the formation of an Illinois State Library Commission.

These activities and others contributed to the serious drain upon her strength that hampered Miss Sharp's career from time to time. By 1907, however, when she resigned after ten years of service to the University of Illinois, her health was considerably re-

stored. Her decision was motivated both by the loneliness resulting from the recent deaths of her father and her brother and by her great interest in the work of the Lake Placid Club. This organization had already taken Melvil Dewey from active service as a librarian, and his offer that she should become a vice-president was a very appealing one. During the previous years, she had become very much attached to the Deweys and, for the last years of her life, she joined that family circle. Her death in 1914 came as a result of a fall from the Deweys' Stanley Steamer during a mountain excursion undertaken in connection with the celebration of Godfrey Dewey's marriage.

Miss Sharp was a devoted disciple of Melvil Dewey, but she was much more than a slavish follower of his ideas. Her school mirrored much of the Albany curriculum, but it soon took on distinctive characteristics of its own. She raised the standards of admission above those of the Albany school and sought to raise them even more, despite Dewey's warnings that she was moving faster than was prudent. However much she was Dewey's follower, she was also a woman of pronounced independence and strength of conviction. Her mark is still to be seen in Urbana and upon the other library schools and librarians whom she influenced. Among those who were educated under her direction and later worked for her were F. K. W. Drury, Harriet E. Howe, Grace O. Kelley, Margaret Mann, Isadore Mudge, and Minnie E. Sears. Seeking to attribute influence is risky at best, but there can be no doubt that Miss Sharp's personality and ideas survived her.

Grotzinger's study succeeds admirably in conveying both the facts of Miss Sharp's life and the personality of the woman. It is based upon sound and exhaustive study of the available materials. The book, a doctoral dissertation carried out at the University of Illinois and published by the Scarecrow Press, bears the stigmata of both circumstances. Grotzinger's prose, while serviceable, is not especially felicitous. A considerable number of small errors have been preserved in the published volume. This result is particularly unfortunate, not only because the study is very good but because a capable editor could easily have made it topnotch. The rationale behind the

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. William-son, *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.