

experimental years in Beloff's view, and an early examination will reveal the developing character. Similarities are discussed first, with later chapters trying to detail the individual character of the schools. Residence is an important feature of all, as is indicated by the choice of sites, and in this way they are more like Oxbridge than the civic universities. Lord Snow's concern for the two cultures has had its impact on the curricula which depart from the traditional British practice of narrow specialization. The author suspects that the innovative spirit may successfully contest the eminence of Oxford and Cambridge which has withstood previous challenges.

The lack of library collections in all the "Plateglass" universities is the most telling criticism in this book. A restriction of educational budgets has slowed building and equipment spending, but there is also a question of priorities. Beloff states: "The basic problem has less to do with a lack of sophisticated laboratory equipment than with a lack of that primary academic commodity—books." In spite of the experimentation, "one cannot draw a new map with blunt pencils."

Few aspects of life on the various campuses are missed. There is a wide variation in the organization of faculties. Student housing arrangements vary from almost random placement to close association in the college. Regulation of students differs as does student involvement in administration. Instructional programs may be tutorial, seminar, or lecture-oriented. Many ideas have been adopted or adapted from American experience. It is somewhat difficult to see each of these universities as unique as the author tries to do, but they have been allowed to develop freely in their own ways.

The problem of student unrest is given ample space and impartial coverage, although the author observes that some are at the university to learn and some to teach. This activity has had its effect on the support and acceptance of the new universities by the nation; much of the publicity has been sensational and has obscured their real academic progress. Still, Beloff feels that the dynamic qualities of these schools may bring a redefinition of the role of universities and a realization of the role of

higher education in producing innovative individuals.

The author, an Oxford don with American teaching experience, develops a fascinating series of pictures which seem to catch the spirit as well as the facts. Some words and passages will be difficult for American readers not familiar with British higher education. Even though this is not a book of deep analysis of curricula and theory, it gives enough insight into the new universities so that the reader can understand their problems and potentials.—*Jack E. Hibbs, Bowling Green State University.*

The United Nations Library: Its Origin and Development. Doris Cruger Dale. Chicago: American Library Association, 1970. 236p. \$10.00.

This adaptation of an impressive dissertation seeks to trace the history of the United Nations Library "from its birth in 1945 to its maturity in 1961." The author says she "has attempted to answer nine questions which relate to the basic problems and divisions of the library." There is some question as to whether she has really answered the questions in the text though she has listed the questions and given a summarized answer in the conclusion. A sketchy history of the League of Nations Library in Geneva and UNCIO Library in San Francisco is traced and gives important insight into the predecessors of the United Nations Library.

This work, very readable at times and very tedious at times, should be interesting to all librarians. Surely the time has arrived to give attention to how some of our important libraries have developed and grown. Perhaps it would be good also to examine some of these libraries to see if they have been performing commensurate with the investment of human endeavor. This book will certainly enable us to take a good look at all significant facets of the United Nations Library except performance.

The author often takes the reader to the brink of revealing the political machinations that have troubled the United Nations Library through the years, and then drops him. In other words, Dale seems more interested in being inoffensive than in reveal-

ing some of the hard struggles the library went through. Since the library has apparently succeeded so well in spite of the foibles of many important figures, perhaps it is just as well to let them sleep a while yet.

Though the print is poor and it is difficult to keep the continuity of people and periods, it is obviously a very useful work. The material is well documented and an excellent index enables the reader to locate most any subject that comes to mind. The two-part bibliography (one relating to the United Nations and one to the League of Nations) is not only very useful in this work, but will continue to serve future investigators for some time. Even the notes will be very useful in this respect.—*R. Max Willocks, Syracuse University Library.*

The Black Librarian in America. E. J. Josey, ed. Metuchen, N.J.: The Scarecrow Press, Inc., 1970. 336p.

The Black Librarian in America is a collection of biographical essays by a group of outstanding librarians who happen to be black. Josey has picked the cream of the crop of black librarians to reveal their experiences during their professional careers as librarians. His criteria for selecting his contributors are not spelled out in the introduction or other parts of the book, but I dare say anyone can dispute the fact that these are some of the most prominent people in the field. These are the people who have made librarianship mean something to black people.

The book could have been titled *Black Librarians and Racism in America*. Throughout the work there is some account of the difficulty these librarians encountered because they were black, as well as descriptions of difficulties in their professional education, in providing library services, and in employment opportunities. A careful reading of the book should prompt some genuine soul-searching on the part of the profession. It could be used as a measuring stick in judging whether or not there has been any appreciable progress made in the field as it relates to blacks.

Though many of the autobiographies are self-laudatory, one can readily see the determination that these librarians had even

with the odds against them at times. It was interesting to note that several librarians were encouraging young blacks to seek a future in librarianship in spite of the difficulties. Virginia Jones' encouragement by Florence Curtis and Emily Copeland's by Hallie Beachem Brooks are prime examples of the dedication and love these people had for the profession.

Josey's book gives a cross-sectional view of the experiences of black librarians. The inclusion of two or more younger contributors would have given the book more of a balance of experience by black librarians. Perhaps the contributors could have devoted more space to the reasons why they chose librarianship as their life's work and how they entered the field. In some cases a few of the librarians made a few casual remarks as to what motivated them to pursue a career in librarianship.

The Black Librarian in America could well be the beginning of a series of autobiographies of black professionals in America. It is a very timely collection of essays from a group of professionals who have paid and are still paying their dues to the profession and their people.—*Harry Robinson, Jr., Prairie View A. & M. College.*

Student Activism in American Higher Education. Frank L. Ellsworth and Martha A. Burns. Washington: American College Personnel Association, 1970. (Student Personnel Series, no. 10.) 64p. \$2.50.

This publication is one of the "Student Personnel Series" of monographs published, appropriately enough, by the American College Personnel Association. Although there is no descriptive subtitle to so indicate, the monograph is a review of the basic literature published through 1969 on student activism. It includes journalistic accounts of a few 1968 and 1969 events, but most of the research works included are based upon occurrences in 1967 and earlier.

Of the three chapters, the first reviews the literature pertaining to the history of student activism in American institutions of higher education. The chapter emphasizes the emergence of social awareness, black consciousness, and the rise of the Stu-