

Book Reviews

The Age of the Scholar. By Nathan M. Pusey. Cambridge, Mass.: Harvard University Press, 1963. 210p. \$4.50 (63-19146).

Harvard's president would be among those who discount as a literary form the presidential address, a kind of *Gebrauchsmusik* of the calling. Born of occasions as distant as the dedication of a children's hospital and a University of Delhi convocation, these addresses offer, in graceful, elegant language, an index to the major concerns of the universities of the times: complexity, size, the impact of the practical and of government, the relation of research to teaching, the competition of sciences with the humanities.

Although, like his colleagues, President Pusey hints at an apprehensiveness about the size, complexity, and expense of maintaining libraries, his description of the values of reading and books will comfort librarians and reinforce their belief in their vocation:

Basic to all but the most elementary learning is reading. This is undoubtedly why it is properly a matter of concern to teachers from the first grade throughout the whole of formal education. But what is not so widely recognized is that in most cases the quality or lack of quality in a mental life perhaps owes as much to what one customarily reads as to any other one thing. It is for this reason that, though the simplest kind of reading may be acceptable fare for children at certain stages of their development, it is certainly not a sufficient staple for the intellectual fare of adults. Nor are newspapers or the average run of magazines sufficient by themselves—that is, apart from the supplementary influence of major books. Despite all our antipathy to “bookishness,” there is a disturbing truth here which we shall overlook at our peril.

What we are depends in a very considerable measure on the intellectual experiences we have had, or have not had—on the meaning we have found in life or have not found. Such experiences do not necessarily have to be found in

books, but it is chiefly in books, in the best books, that the most illuminating human experiences are apt to be found. . . .

If this be true, then to live apart from books is not to turn toward life but deliberately to cut one's self off from significant understanding of it. And this is what will happen if we turn too far from the verbal, that is, from languages and literature, in our educational practices. Books, as another has said, are men thinking. They are also at their best the work of the men whose thoughts are most worth knowing. For their thoughts are the kind of thoughts that can both engender in us joy in new awareness and stretch our thinking (p. 36-37).—Donald Coney, *University of California, Berkeley*.

Collier's Encyclopedia. New York: Crowell-Collier Publishing Co., 1964. 24 vols. Annual. (64-10285).

Any major encyclopedia is impressive in the sheer weight of statistics it can muster in its self-description, and *Collier's* is no exception. A fact sheet distributed by the publishers, for example, reveals that the present revision contains more than eighteen thousand pages, twenty-one million words, and four hundred thousand entries in its index to twenty-six thousand articles. It presents more than seventeen thousand illustrations, sixteen hundred maps, and eleven thousand five hundred items in its bibliography. It was prepared by more than five thousand authors and editors. Without question, “monumental” is an appropriate adjective to apply to *Collier's Encyclopedia*; not many of its competitors can top these figures.

More meaningful, however, in examining a particular edition of an encyclopedia are the numbers that can be used to describe its revision. No major encyclopedia, of course, can afford to prepare complete new editions more frequently than once in a lifetime, but a process of continuous updating goes on in all of their editorial offices. The 1964 “edition” of *Collier's*, we are told, contains eighty-one new articles, three hundred new