

but from an intense desire on the part of the personnel of the Workshop to "be professional."

4. The time-span of only five days was much too limited to permit the adequate formulation of concepts and principles of the magnitude here considered.

5. The concept of the sponsors regarding the relation of professional practice to educational theory was in error. The function of education is not to *follow* but to *lead*. Admittedly the educator would be well advised to submit his "findings" to the profession, at frequent intervals, for criticism and evaluation, but the basic responsibility for educational advance is his alone. That the Graduate Library School, under the leadership of Wilson, Waples, Joeckel, Butler, Randall, Carnovsky, and their immediate successors, achieved such marked success is largely to be attributed to the fact that it knew very well what it was about. It was quite self-sufficient; it felt no need to ask the profession which way progress lay; and it relentlessly and uncompromisingly blazed its own trail through the tangled wilderness of uncertainty and doubt, a trail that the profession soon wore into a well-beaten path.

But to this reviewer the most disturbing result of the Workshop was its insistence that at least a portion of the "core" be taught at the undergraduate level, and that "students who have had this undergraduate training in library subjects be permitted to demonstrate their mastery of 'duplicated' course content through examination rather than through having to retake courses with similar titles and content." (p.35) In vain LeRoy Merritt and William Williamson argued that such a recommendation would dilute the basic general education of graduate students; that, though it would be recognized as inadequate library training, it would be terminal in many instances; that graduates of such a program would often find themselves in truly professional positions. (p.36) To these arguments they might have added, that it would tend to obliterate the much too indistinct lines of demarcation between professional and sub-professional and between subprofessional and clerical workers; that it would complicate still further the confused pattern of degree structure; that it would raise a variety of difficult problems respecting state and muni-

cipal certification; that it would support a trend that the library schools have been struggling to oppose; that it is tacit admission that the "core" curriculum is not really "professional" after all; and that it would threaten to set library education back almost to the days before the Williamson report. "The majority felt, however, that some undergraduate work is acceptable . . . based on a realistic appraisal of supply and demand . . . and it is therefore better to offer the best training possible under the circumstances, recognizing that it is not ideal." (pp.36-37)

Hard on the heels of this report comes the announcement by the College of the University of Chicago that it will henceforth offer the traditional four-year baccalaureate degree with a year of undergraduate training in librarianship, to be administered by the faculty of the Graduate Library School. Thus one-fourth of the undergraduate courses of study will be devoted to library training, whereas even the Workshop recommended a maximum of 15 to 18 hours. How quickly the forces of deterioration have been set in motion! Thus has the Graduate Library School abrogated its original mandate from the Carnegie Corporation to prosecute "research, defined as 'extending the existing body of factual knowledge concerning the values and procedures of libraries . . . including the development of methods of investigation whereby significant data are obtained, tested, and applied' . . . and to leave to other library schools . . . the responsibility for passing on to their students a body of principles and practices that have been found useful in the conduct of libraries."¹ An Undergraduate Library School, this is the once-proud "G. L. S." at mid-century—*sic transit gloria!*—Jesse H. Shera, *School of Library Science, Western Reserve University.*

International Book Production

Grundriss des Buchhandels in aller Welt.

By Sigfred Taubert. Hamburg, E. Hauswedell, 1953. 351p. DM 20.

The literature on international book production and the flow of printed materials

¹ Waples, Douglas, "The Graduate Library School of Chicago," *Library Quarterly*, 1:26-27, January, 1931.

across today's many borders has been greatly enriched by Mr. Taubert's book. His guide to world literature will be of value to American publishers and book dealers concerned with the export market, and to librarians engaged in the acquisition of foreign materials.

Most of the existing works on this subject are of limited use because they 1) are out of date, 2) are geographically limited in scope, 3) do not give more than a mere listing of bookdealers and publishers, 4) are confined to the treatment of a special part of the broader subject, and 5) are not written in English.¹

The book under discussion has none of these shortcomings except that its use for the average American is limited because it has not yet been translated into English, but it is sincerely hoped that some international or American organization with global awareness will make a translation possible.

Mr. Taubert, the manager of the Press Bureau and Division of Market Analysis of the Börsenverein Deutscher Verleger und Buchhändler Verbände—the German counter to a combined American Book Publishers' Council and American Booksellers' Association—has worked for many years in the German and Scandinavian book trade. The broadening of these interests to a world scale led to the present work. Another reason for its origin lies undoubtedly in his connection with the Börsenverein, one of the best lead organizations of its type. Books form an important part of Germany's foreign trade and her publishers will use this work to increase their exports. If American publishers and bookdealers feel the economic challenge, librarians the cultural challenge, and State Department officials the political challenge, let them use this excellent tool with as much fervor as the Germans surely will.

After a short introduction explaining its scope and also its unavoidable shortcomings, the book is arranged alphabetically by countries, ranging from Afghanistan to Venezuela. As far as possible, the following in-

formation is supplied for each of the 87 countries:

1. Organization: This section gives the names, addresses and activities of the book-trade organizations and their publications.

2. Publishers, bookdealers: Types of publishers and bookstores are discussed and up-to-date statistical information supplied.

3. Booktrade: Discussion of trade channels, wholesalers, trade discounts, conditions of payment.

4. Production: Statistical data of production by title for several comparative years over a span of 20 to 25 years, whenever available. For the latest available year (usually 1951), production is broken down by subjects, translations from foreign languages, special editions, etc.

5. Import: Main countries of origin, weight and total amounts paid during 1951.

6. Exports: Same treatment as 5.

7. Professional books, periodicals and national bibliographies: A list of the most important tools for the bookdealer and librarian published in each country. This section is very comprehensive and contains not only bibliographies of trade books in the strict sense but also important works on the history of books (i.e. Lehmann-Haupt: *The Book in America*). This is the most valuable section from a librarian's point of view.

8. Professional education: Deals with the formal education of bookdealers—trade-schools and apprenticeships as required in many countries.

9. Copyright laws.

The book concludes with a 24 page appendix containing the text of the Unesco Book Coupon Prospectus, the Unesco agreement on the import of educational scientific and cultural materials, a description of the Organization for European Economic Cooperation, a summary of every international copyright convention from the Berne Convention in 1886 to the Geneva Conference in 1952, and American copyright procedures.

British and German experience has shown that trade follows the book. Mr. Taubert has provided us with a travel guide for the journey of books around the world.—*Frank L. Schick, Wayne University Libraries.*

¹ To illustrate these points: (1) Druckenmüller, A. *Der Buchhandel der Welt*. Stuttgart, Poeschel, 1935; (2) Unwin, S. *Booktrade Organization in Norway and Sweden*. London G. Allen, 1932. (3) Clegg's *International Directory of the World's Booktrade*, London, Clarke, 1950. (4) Schweizerischer Buchhändler und Verleger Verein, *Addressbuch des ausländischen Buchhandels*. Zürich, Schw. Buchhändler- und Verleger Verein, 1949; (5) Kirchner, Joachim, ed., *Lexikon des Buchwesens*. Stuttgart, Hiersemann Verlag, 1953.