

a description and outlines of the curriculum as it existed in 1941. On the bases of these outlines, a series of objectives for each course was listed and graduates were questioned as to their feeling that the objectives had been attained. The percentage of graduates reporting high attainment of objectives in the college field was smaller than that in other fields. It occurs to the reviewer that this may be in part due to the fact that philosophy and practices in the college library field are less standardized and less tangible than in other fields.

Students were asked also to rate instructional methods. The class lecture was considered the most effective learning activity for the attainment of nearly 75 per cent of the objectives listed. Required problems as an activity scored 16 per cent, and required reading 10. Voluntary reading and class discussion were rated relatively low. In no case was experience in the field rated as of more value than courses, in attaining objectives.

On the basis of these findings and of further discussion and study, several outlines were radically modified, including the course in college and library administration and a course in problems of college teaching. The administration course is broken up into less of a grand logical plan and more of a group of wieldy units. Some of the materials of the second course, formerly "Selection of Materials for Higher Education," have been put into administration, while the title has been changed to "Problems of College Teaching." The reviewer is personally quite pleased to see this added emphasis on higher education as the field in which the college librarian must serve.

Included in the final section is a discussion of the place of practice work and the difficulties in arranging practice work to the mutual advantage of student and library, and a plea for further integration of program and staff with the joint university libraries.—*Charles F. Gosnell.*

Influences on American Culture

Foreign Influence in American Life; Essays and Critical Bibliographies. Ed. by David F. Bowers. Princeton, Princeton University Press, 1944. ix, 254p. \$3.

Despite every effort to advance national unity, particularly in the early days of the republic, through the achievement of cultural independence, American life in almost all of its phases, economic, political, and social, has always been fundamentally derivative. This does not mean that the milieu of the new world has not molded, and in many instances substantially altered, the imported cultural patterns. But the fact still remains that American culture, as we know it today, for all of our desire to consider it indigenous or at least strong in "native" elements, is still a borrowed culture. Our social mores, political objectives, economic patterns, and artistic and literary forms have been brought to this continent by the successive waves of immigration that, throughout the last three centuries, have battered the Atlantic seaboard. Furthermore, it is important to remember that here is represented the contact of cul-

tures which were often dissimilar. In this new environment unfamiliar groups met, discovered each other, and joined in a hard relationship that necessarily resulted in either acculturation or conflict. As such, the qualities of the environment subtly conditioned the forces involved and frequently exercised a determining influence upon their evolution. Therefore, because of its complexity, the problem of evaluating the foreign influences in America presents an especially difficult task and one which has hardly yet been touched.

Between 1820 and 1930 no less than thirty-eight million immigrants arrived in the United States, and to survey in eight short lectures the impact upon American institutions of these mass population movements would be manifestly impossible. Recognizing that such a treatment can have no pretense to finality, the editor of the volume here reviewed speaks with a disarming candor of his objectives: "to seek merely to define the problem, to describe the basic forms of cultural impact and assimilation, to trace something of their history in American life, and to sur-

vey or illustrate their more manifest effects" (p. vi). He frankly admits that, even when attention is confined largely to the nineteenth century, as is here the case, one can do no more than be selective, and in some measure quite arbitrary, but there has been a real endeavor to choose topics of a representative character.

Accordingly, the first half of the book consists of eight lectures, each of which, except for the introductory essay which is a general survey by the editor himself, treats of some specific phase of the problem. Stow Pearsons, of the department of history at Princeton, discusses the Americanization of the immigrant; James G. Layburn, professor of sociology at Yale, considers the ethnic and national impact from the sociological point of view; Frank D. Graham, professor of economics at Princeton, surveys the foreign factors in the American economic ethic; Oscar Handlin, who has done some of our best writing on the acculturation of the immigrant, views the problem from the standpoint of its influence on American politics; Donald Egbert, of the department of art and archeology at Princeton, traces the foreign influences in American art; R. P. Blackmur, of the Princeton program of creative writing, has contributed a study of the American literary expatriate which is the best of its kind known to the reviewer; and the editor, David F. Bowers, concludes this portion of the volume with an essay on Hagel, Darwin, and the American tradition. The several papers were presented originally at the regular under-

graduate conference sponsored in 1942-43 by the Princeton program of study in American civilization, and their form and content is largely conditioned by the fact that undergraduate participation in both discussion and reports is assumed. One would naturally expect, then, general surveys of existing knowledge rather than new contributions to the fields discussed. Nevertheless, Oscar Handlin's treatment of the immigrant in American politics is much more than the recapitulation of the obvious that it might well have been, and as previously noted, R. P. Blackmur's discussion of the American literary expatriate is outstanding.

College librarians will also be interested in the especially full and excellently selected bibliographical essays which comprise the latter half of the volume. These are directly related to the topics discussed by the lecturers and each consists of a broad statement of the problem, a list of general reference works, and a well-chosen and balanced group of titles dealing with special topics. Librarians could read the expository lectures with profit, but whether or not they are themselves interested in the subject, they will find the bibliographies useful in a number of ways.

Finally, a word should be added about the conference itself which this book represents, for if this is the kind of intellectual fare which Princeton undergraduates are getting, the reviewer can name a number of American educational institutions which would do well to consider it in the light of their own academic menus.—*Jesse Hawk Shera.*

A.C.R.L. Nominating Committee, 1945-46

Paul North Rice, chief, Reference Department, New York Public Library.

Robert Bingham Downs, director, University of Illinois Library and Library School, Urbana.

Mrs. Carabelle G. Dickey, reference li-

brarian, State Teachers College, Terre Haute, Ind.

Jackson Edmund Towne, librarian, State College Library, East Lansing, Mich.

Helen Frances Pierce, librarian, Modesto Junior College, Modesto, Calif.