

tion, Mr. Campbell points out that intelligent planning dictates the establishment of meaningful relationships among them. Each library comprises a segment of the total resources of a community or metropolitan area and they should be available to all serious users on some kind of mutually agreeable basis. In several instances, the large public library in a metropolitan area is a specialized research collection as well as a source for popular recreational reading. At the other end of the scale, we see the need to reach the large segment of the population that does not use a library at all. Special approaches developed by many large public libraries, such as those in New York City and Los Angeles, need evaluation and further experimentation since this phenomenon is apparently to be with us for some time.

The book will be of interest to government officials, educators, planners, librarians and others concerned with metropolitan problems.

If there is any critical comment on the presentation, it may have to do with the fact that not enough emphasis has been placed on the role of the states (governmental units between national and local levels) and national governments with respect to metropolitan library planning. For example, the description of the Eastern Massachusetts Regional Public Library System makes no mention of the guiding and directing role of the Massachusetts Board of Library Commissioners and the Bureau of Library Extension in implementing the state-supported plan for regional library service. States are and should be expected to participate financially and in planning to find solutions to metropolitan library problems. Federal and national governments must contribute further toward the staggering costs of municipal services, including libraries. Lasting solutions to the problem lie in the successful cooperative efforts of municipal, metropolitan, state, and national authorities.

Mr. Campbell has paved the way with this information to further study of the situations and problems he describes so well. Let's hope that he and other authorities continue to investigate and report to the profession.—*John A. Humphry, New York State Education Department.*

Printing, Selling and Reading 1450-1550.

By Rudolph Hirsch. Wiesbaden: Otto Harrassowitz, 1967. 165p.

This book is an important example of the complex and vital relationship which can exist between bibliographical scholarship and the social and intellectual history of a period. Dr. Hirsch, who is associate librarian at the University of Pennsylvania, is to be admired for his labors and applauded for this contribution to our knowledge and understanding of social and intellectual developments not only during the first one hundred years of the mass-produced book but also of much of the subsequent history of printing, publishing, book-selling, and the problems of literacy.

Dr. Hirsch's own introductory note to his book is the best indication of the scope of his work and of what he has successfully completed: "The first chapter deals in general terms with elements which connect or separate the manuscript produced in single copies and the mass-produced printed book; it provides a background for all that follows. In the second chapter the invention of printing, the background and the personality of printers, and a number of related problems are discussed. Chapters III-V deal with the economics of printing, publishing and selling. The sixth chapter is devoted to legal and political implications, while the two final chapters try to solve some of the questions which might tell us for what groups of readers texts were produced in different parts of Europe, and for what purpose."

The reader of *Printing, Selling and Reading 1450-1550* will quickly learn from Dr. Hirsch's survey of the problems which followed in the wake of the invention of printing that, as he puts it, "most of the blessings and the curses of printing and literacy have their roots in this early period." All of its conclusions are of interest, but it is particularly in its statements concerning the spread of literacy as a result of the printed book that this work merits close attention. Unlike the earlier and well-known point of view as expressed by Arno Schirokauer, whose essay "*Der Anteil des Buchdrucks an der Bildung des Gemeindevölkchen*" is often referred to, that "'new lay readers belonged very frequently to the economically favored classes,'" Dr.

Hirsch claims that: "Almost all classes of readers were affected by the new method of producing texts; it was the new reader, the person who belonged to groups which were formerly very largely without access to books, who benefited the most. As long as books were produced singly and were with few exceptions very expensive, 'Everyman' had little opportunity to read and to own a book. Without the printed book literacy would also have spread, but at a much slower rate. It was the new reader who assured the ultimate success of printing; mass production needed the expanding market. It was the new reader who tipped the scale in religious and socio-political controversies of the XVIth century; he provided the popular support, and he was understandably the target of most of the propaganda . . . the majority of new readers was recruited among children who formerly did

not go to school, among women, and among the 'economically less favored' classes."

Printing, Selling and Reading 1450-1550 is an encyclopedic work, rich and useful. If this valuable book has a fault, it is that it reads like an encyclopedia, with the additional apparatus of bibliographical and historical scholarship—footnoted and documented fact piled upon footnoted and documented fact. Since the book is intended for the general reader as well as the specialist, one also misses a listing of at least the more important of those numerous yet essential bibliographical tools which describe the books of the first century of printing and contemporary history and about which Dr. Hirsch displays an enviable familiarity. But these are relatively minor flaws in a work of great magnitude and accomplishment.—*J. M. Edelstein, University of California, Los Angeles.*

