As a gay youth growing up amid the insufferable narrow-mindedness of Coeur d’Alene, Idaho, Douglas Crimp hungered for the wider world. Fleeing the provincial life in 1962 to attend college in New Orleans, he whet his appetite for culture before relocating to New York City in 1967, where he devoured the art scene. The intrepid young Crimp became a powerfully influential art critic—first for ARTnews, where he worked as a curatorial assistant at the Guggenheim—and one who didn’t just orbit art circles, but fully immersed himself in the revelry.

Crimp's powerful insight is the backbone of his autobiographical book, *Before Pictures*, which blends conversational, gossipy storytelling with an encyclopedic personal history of cultural anecdotes. The work recounts the decade leading up to *Pictures*, the 1977 exhibition Crimp organized at New York’s Artists Space that included artists Troy Brauntuch, Jack Goldstein, Sherrie Levine, Robert Longo, and Philip Smith.

Under the scope of Crimp’s vivid reflections, the crackling energy of the era feels fresh, as does his youthful negotiation of the queer culture and the progression of his professional career. Accompanied by 150 illustrations, Crimp’s reveries take readers into Max’s Kansas City art bar and restaurant—the “haunt of the latter-day Factory crowd” (14) —to the Chelsea Hotel, and on heady trips beyond the museum into the worlds of cinema and ballet.

The depth and breadth of Crimp’s frank and reflective anecdotes offer an engrossing first-hand perspective into the crisscrossing circuits he traversed: the sex-and-drugs oblivion of New York City nightlife in the 1960s and ’70s, revolutionary art movements as they unfolded, and the terrifying ravages of the AIDS epidemic.

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**College Media: Learning in Action**

Edited by Gregory Adamo and Allan DiBiase/Peter Lang/2016/214 pp./$89.95 (hb)/$89.95 (e-book)

A useful guide for those actively involved in today’s higher education media milieu, *College Media: Learning in Action* is an academic text compiled by Morgan State University Associate Professor Gregory Adamo and retired philosophy professor Allan DiBiase that highlights the enduring value that undergraduates gain by working in student media, be it print, broadcast, or digital journalism and communication. The book features a rich collection of essays by media and communication academics across the United States, many of whom conducted original research related to the topics they explore here.

The book is segmented into four sections. Section One, “Theory,” explores the conceptual underpinnings of experiential learning, most often manifested through student leadership opportunities, the focus here being college media. Section Two, “Description and Narrative,” delineates the formative experiences of two different chapter-essay authors, fond of the radio medium, who worked in college radio, and how those experiences positively impacted their careers after college. The third chapter in this section provides a succinct view of how college newsrooms professionalize students for the real-world media industry after graduation. Section Three, “Case Studies,” evaluates the genuine legal implications of student journalists’ defense of their freedom of speech, then goes on to examine the challenges associated with media convergence and, thereby, citizen journalism in a rapidly obsolete traditional model of journalism. Finally, Section Four, "Contextual Issues," pinpoints various situations affecting the efficiency and effectiveness of the student media workplace and how those issues can be ameliorated: through campus media advisor support, by examining student media learning outcomes, by utilizing the hospital teaching model of journalism education, and by promoting diversity and learning that enhances cultural intelligence on college campuses.

All in all, this unique resource provides pragmatic and timely research from experienced professionals who can attest to the benefits that student media involvement has on college students passionate about media production. Undoubtedly, *College Media* highlights the breadth and depth of heterodox education acquired by student media workers.

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