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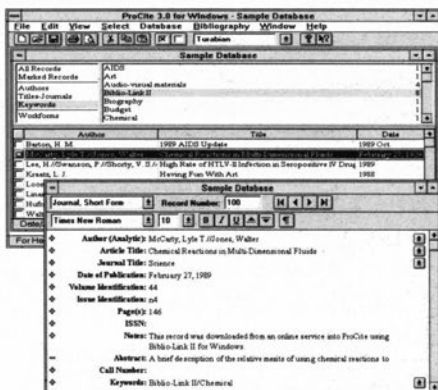
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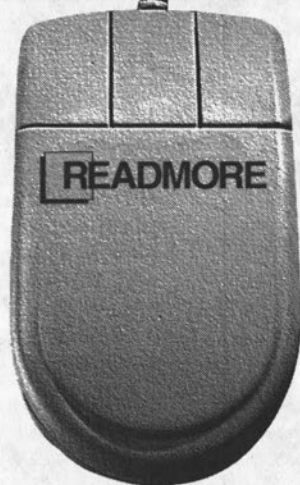
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Guest Editorial



Working with Our Teaching Faculty

In 1935, E. W. McDiarmid chronicled the "information explosion" of that time, noting that in the United States alone, some 8,000 new books would be published annually. McDiarmid called for both educators and librarians to be concerned "that students shall attain by experience an ability to use intelligently the stores of books that are almost everywhere made available for public use."¹

Over fifty years later in 1989, the American Library Association Presidential Committee on Information Literacy issued its *Final Report*, which chronicled the information explosion of our day and issued a similar admonition. The Committee wrote:

Ultimately, information literate people are those who have learned how to learn. They know how to learn because they know how knowledge is organized, how to find information, and how to use information in such a way that others can learn from them. They are people prepared for lifelong learning, because they can always find the information needed for any task or decision at hand.²

There are probably few academic librarians who would disagree with this statement. Indeed, most would consider information literacy to be one of the most important hallmarks of an educated person, and its transmission to be one of the most valued products of a student's independent use of the library. But if our professional literature is any indication, the fact is that academic libraries touch too few lives. Apparently, the reason for this does not lie in anything that libraries

are themselves doing, but rather in what teaching faculty are neglecting to do: they are not requiring their students to independently find, use, and evaluate information as an integral (and graded) component of the courses they teach.

In 1962, H. L. Sutton authored an opinion piece in *Saturday Review* entitled "Is the Library the Heart of the College?" Sutton was reacting to a previously published article which discussed college students' reading habits, but only mentioned in passing the role of the college library. He noted that he was "professionally offended and personally miffed" but not surprised:

Ignoring the library as a stimulating means of teaching is not uncharacteristic of some college teachers and administrators. They piously mention the library as 'the heart of the college,' but by inaction in course planning and teaching they demonstrate that the library is an appendage—and not too important an appendage at that.³

Sutton was critical of academic librarians who were either "reluctant to 'invade' the province of the teacher [or who had] given up."⁴

Sutton's piece was continuing a thread of professional discourse and research begun in the 1930s by librarians and scholars such as E. W. McDiarmid and A. C. Eurich, and continued thereafter by Harvie Branscomb, Larry Hardesty, Kenneth Allen, and John Lubans, to name but a few. One of the most notable of the researchers into this area of inquiry, Patri-

cia Knapp, provided a useful summary of this research in her book *College Teaching and the College Library* when she wrote:

We do know, from one investigation after another, that most students use the library very little, that some students apparently manage to do adequate college work without using it at all. Studies have shown, moreover, that the few who use the library a good deal are not necessarily the brightest nor the most successful students on the campus. The obvious implication of all of these studies is that the library's contribution to the educational program has been overstated. Use of the library is not an essential element, perhaps not even an important element, in the education of the college student.⁵

Although published in 1959, there is little in the way of research since the publication of Knapp's book to contradict these findings. Study after study from the 1960s onward has indicated that there is no reliable correlation between library use and academic achievement; that a relatively small proportion of library users usually account for a disproportionately high amount of a library's circulation; and that student library use is most often driven by faculty demand. It is this latter finding that really controls the first two, for teaching faculty really do not hold the expectation about student library use that librarians do. This is despite the fact that most of these faculty would probably support the values which are intrinsic to "information literacy."

If such be the case, what can academic librarians do? Certainly an ongoing commitment to instruction is part of the answer. But even more valuable would be finding ways to persuade teaching faculty to increase the library's involvement in their curriculum development and instructional methods. There have been

some experiments along these lines. Patricia Knapp recounted her own experience by commenting that such involvement "has great potential but that it can achieve significant results only at considerable cost. It requires more staff and better staff, librarians who have real understanding of the educational process and boundless perseverance and commitment."⁶

Part of what is needed is additional research and study on the behavior of teaching faculty in the various disciplines and on why they have adopted the particular course objectives and teaching methods they have, as well as on what librarians can do to influence these faculty to incorporate library research as a valued element of their classes. What are their expectations of how their students will make use of information resources, both on-site and remotely? How do they expect some of the new technologies such as the increasing availability of full text to affect their teaching styles? Do they even think about their students using information resources at all, and if not, why not? How do librarians forge effective partnerships in the design of curriculum, course outcomes, and teaching strategies that value information literacy? Of course, these are *educational* questions, and not generally considered to be part of the research agenda of librarians. But the students we serve might benefit if we were to become more professionally involved with these broader educational issues.

This may seem problematic to the academic librarian already hard pressed to provide even minimal services to an existing (if proportionally small) clientele. After all, there are many other compelling issues vying for our attention such as dwindling budgets, skyrocketing serials prices, the challenge of developing virtual libraries while maintaining the physical ones, the unabated and frenetic pace of technological change, and increasing demands for accountability. But we should not let such issues allow us to take

our eyes off the prize. And the prize is an enriched educational experience for all postsecondary students; an experience that truly leads to "information literacy."

In a recent article in *Change* magazine, Kenneth Green and Steven Gilbert speak to the importance and timeliness of this issue:

Information access, or information literacy (to use the ALA term) will be so vital for the growing cadre of knowledge workers and professionals in the coming century; consequently, the challenges information technology poses cut across all academic disciplines and across all occupational and professional fields.

It is an issue higher education institutions across the United States cannot ignore—but one that many faculty have no idea how to address and for which few teaching materials have been designed. It is an area where communication, cooperation, and collaboration among faculty, faculty support staff, and librarians will be essential.⁷

Broader involvement in educational and pedagogical issues has existed as a challenge for academic librarians throughout most of this century. Today it resonates as both a challenge and an opportunity that we cannot afford to ignore.

ROBERT K. BAKER

Notes

1. E. W. McDiarmid Jr., "Conditions Affecting Use of the College Library," *Library Quarterly* 5, no. 1 (1935): 59.
2. American Library Association Presidential Committee on Information Literacy, *Final Report* (Chicago: ALA, 1989), 1.
3. H. L. Sutton, "Is the Library the Heart of the College?" *Saturday Review* (Apr. 21, 1962): 62.
4. *Ibid.*, 63.
5. Patricia B. Knapp, *College Teaching and the College Library* (Chicago: ALA, 1959), 1.
6. Patricia B. Knapp, "The Reading of College Students," *Library Quarterly* 38 (1968): 302.
7. Kenneth C. Green and Steven W. Gilbert, "Great Expectations: Content, Communications, Productivity, and the Role of Information Technology in Higher Education," *Change* 27, no. 2 (Mar./Apr. 1995): 14.

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Secret Dissertations in the German Democratic Republic

Wilhelm Bleek and Lothar Mertens

Early in 1995 the editorial boards of *C&RL* and its German counterpart, *Zeitschrift für Bibliothekswesen und Bibliographie (ZfBB)*, agreed to exchange articles, each selecting, translating, and publishing a 1994 article from the other's publication. This year's choice—our first—is a piece that had been published as a follow-up to an article that had appeared in the *ZfBB* in 1992. *C&RL* has decided to publish them both.¹ Partly in order to convey the sense the originals give of research unfolding in a contemporary historical context, we are publishing them in the form in which they originally appeared (minus one table and the footnotes). The results are sketchier and more tentative than is normally the case in *C&RL*—and in the *ZfBB*. But in their very incompleteness they give a sense of a process of discovery and revelation that tells a powerful story. Since the original publication of these articles, the authors have published a book on their research, as well as a bibliography listing the suppressed dissertations.^{2,3} The articles are clearly “different” from the usual *C&RL* fare, but that's also the point. It is our hope that they will not only provide insight into recent events in Germany, but that they might help stimulate research on the interactions, direct and indirect, open and covert, between political structures and the research enterprise in our own country and elsewhere.



uring its 41 years of existence, the German Democratic Republic (GDR) harbored among its state secrets thousands of dissertations from East German institutions of higher education. Until now, one could only speculate as to their number and content. After 1988, and particularly since the GDR's democratic revolution in the fall of 1989 and the unification of Germany in October 1990, this secret area began to open up.

In a project supported by the German Research Foundation (Deutsche Forschungsgemeinschaft) the authors are currently investigating the classification of those dissertations designated as secret. This article focuses on their content and on the institutions at which they were written, as well as on the various levels of secrecy, and on their eventual release from classified status. The principal resources for this project were the library files at Berlin's Humboldt University Li-

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brary, which list the dissertations and their secrecy levels. We have profited in addition from the gracious cooperation of Gottfried Rost of the Deutsche Bücherei Leipzig, who permitted access to the more than 6,800 dissertations recorded in the confidential catalogs and classified as "Official Use Only" (Level I) and "Confidential Official Matters" (Level II). In the following article we present the first results of our work with these sources from Leipzig.

The Legal Background

In compliance with the "Regulations for the Protection of Official Secrets" (1971), the GDR's Ministry of Higher Education began to remove dissertations from normal circulation in the early 1970s. An additional set of "Regulations on the Archiving of University Publications with Official Secrets" (1977) designated the national library, the Deutsche Bücherei in Leipzig, as their repository. The use of these dissertations, even for scholarly purposes, was further impeded by a directive of October 4, 1977, from the Ministry of Higher Education, forbidding the Deutsche Bücherei to list them in its normal catalogs and bibliographies. Excluded from the German national bibliography and the annual index to German dissertations, they were listed only in special catalogs, and interested patrons could consult only that part of the catalog relevant to their topic. Further, citizens of the GDR had to present the authorization of the director of the Deutsche Bücherei; citizens of other countries needed the permission of the Minister of Higher Education. The accession catalogs of the Deutsche Bücherei listing the Level II dissertations were themselves treated as Level II.

In spite of the legal requirement to submit the dissertations no later than four weeks after completion to a central collection at the Deutsche Bücherei known as the Department of Special Research Literature, it often took several years for

the universities to comply. This negligent and halting delivery had some strange consequences. For example, a 1977 dissertation from the Engineering College in Wismar, classified as Level II, was not listed in Leipzig until August 27, 1979, only for the classification to be canceled just one day later. The various university libraries would often involuntarily provoke forceful reminders of their depository obligations by sending letters to the central collection in Leipzig ordering that classifications be changed or canceled, only to find that, contrary to the requirements, they had never deposited the theses in the first place.

A governmental resolution of January 15, 1987, on the protection of state secrets ordered a review of the classification of all dissertations that were still restricted. Thereupon, until September 1988, numerous dissertations that had been secret were made publicly accessible, and the number of new dissertations requiring secret classification was also reduced. The last secret dissertation, entered on October 10, 1988, in the Level II accession book, shows once again how ambiguous and problematic the entire process of classification was. Although the principal volume of this dissertation from Ilmenau was officially accessible, its Appendix 3, approximately five pages, was classified Level II. This appendix contained three data processing programs described in the dissertation. These three FORTRAN programs contained 47, 55, and 100 lines respectively; they were simple compared to other freely available FORTRAN applications that often contained thousands of lines of programming, but they were apparently considered sufficiently significant to be designated Level II.

Percentage of Dissertations Declared Secret

The annual index of German dissertations (*Jahresverzeichnis der Hochschulschriften*) (JVH) for the years 1978-1987 lists 34,383 dissertations from the various East Ger-

man institutions of higher learning. The Deutsche Bücherei's accession catalogs for secret dissertations lists 6,824 dissertations for the same period that for reasons of secrecy could not be listed in the German national bibliography or in the index of dissertations. The combined total for all the doctoral theses produced in the GDR between 1978 and 1987 is thus 41,207. The percentage of dissertations classified as Level I or II is 16.6 percent, more than one-eighth of all dissertations.

The classified dissertations from 1978 to 1987 were assigned to Levels I and II as illustrated in table 1.

After a few years, some of the Level II dissertations were either lowered to Level I or declassified entirely. Conversely, a dissertation classified as Level I in July 1986 at the Deutsche Bücherei was reclassified to Level II six months later. A study of suicides in the East German city of Görlitz, it was apparently considered too explosive by the authorities at the Medical Academy in Berlin.

Differences Among Graduate Institutions

An examination of secret dissertations grouped by the graduate institutions at which they were written reveals appreciable variations among different academies, universities, and colleges.

This disparity is equally true of the total number of secret dissertations at individual institutions and of the proportion of secret dissertations to the total produced at each institution. Of the 2,869 entries in the accessions catalog of the Deutsche Bücherei for dissertations classified as Level II, 2,778 (96.8%) also list the degree-granting institution. The total number of Level II dissertations for individual institutions from 1978 to 1987 is

TABLE 1
SECRET DISSERTATIONS, LEVEL I AND LEVEL II, 1978-1987

Year	Total Secret Diss.	Level I	Level II
1978	399	235	164
1979	728	375	353
1980	621	279	342
1981	541	283	258
1982	766	289	477
1983	552	228	324
1984	713	263	450
1985	662	268	394
1986	1,143	400	743
1987	699	249	450
Total	6,824	2,869	3,955

(Source: Figures compiled from accession catalogs of the secret dissertations in the Deutsche Bücherei, Leipzig)

shown below in relation to the number of dissertations listed for those years in the annual dissertation index (*JVH*).

As the data show in table 2, in addition to the differences in the total number of classified dissertations by institution, the percentage of Level II dissertations granted at each institution varies greatly. Clearly the total number of Level II dissertations in no way depends on the size of the institution and thus not on the total number of successfully defended dissertations. For instance, the University of Leipzig awarded over 1,000 more Ph.D.s than the University of Halle, but the number of secret dissertations was greater at Halle; its total number of dis-

A study of suicides in the East German city of Görlitz . . . was apparently considered too explosive by the authorities at the Medical Academy in Berlin.

sertations was six times that of the Agricultural Academy, but its Level II dissertations numbered ten percent fewer.

TABLE 2
LEVEL II DISSERTATIONS FROM SELECTED INSTITUTIONS, 1978-1987*

Institution	Dissertations			
	Total No.	Listed in diss. index	Listed only in catalogs of secret dissertations at Deutsche Bücherei, Leipzig	
			No.	%
Academy of Sciences	1,431	1,326	105	7.3%
Agricultural Academy	597	377	220	36.9%
Architectural Academy	66	36	30	45.5%
Medical Academy, Berlin	2,009	1,965	44	2.2%
Mining Academy, Freiberg	751	599	152	20.2%
Humboldt University, Berlin	5,383	4,981	402	7.5%
University of Greifswald	1,202	1,123	79	6.6%
University of Halle	2,797	2,556	241	8.6%
University of Jena	1,903	1,804	99	5.2%
University of Leipzig	3,922	3,722	200	5.1%
University of Rostock	1,990	1,875	115	5.8%
College of Economics, Berlin	726	440	286	39.4%
Commercial College, Leipzig	242	175	67	27.7%

(Source: Figures compiled from *Jahresverzeichnis der Hochschulschriften* (German dissertation index), 1978-1987 and accession catalogs of secret dissertations in the Deutsche Bücherei, Leipzig)

*See Table 7 for updated figures on some institutions.

The Architectural Academy (Bauakademie) and the Institute for Economics in Berlin pursued the classification of dissertations as "secret" with particular zeal. The fact that economic research seemed to be especially worthy of protection is also shown by the figures from the Commercial College in Leipzig. Especially striking is the disproportion between the number of theses listed in the annual index of dissertations and the number of

secret dissertations from the College of Economics in Berlin between 1978 and 1980.

In many cases, the university and departmental classification of dissertations cannot be explained solely by the need for state secrecy based on their content. One must also consider the various authorities and experts in the decision chain, as well as the particular institutional politics regarding secret dissertations. These

discrepancies are documented in tables 3 to 5, which compare the numbers of secret dissertations by type of institution (technical universities, engineering schools, and teachers colleges).

In addition to the technical universities in Dresden and Magdeburg (full universities since 1985, technical colleges before that) and the technical colleges in Ilmenau, Karl-Marx-Stadt, and Leuna-Merseburg, table 3 includes the Transportation College, Dresden. Surprisingly, in both absolute numbers as well as percentages, the greatest number of secret dissertations is not from the technical universities in Dresden and Magdeburg, but from the three technical colleges. It is noteworthy that the earliest Level II clas-

sification for Magdeburg is from as late as 1982, and that the first for Dresden is 1983.

The results from the engineering schools (see table 4) also illustrate the lack of rigor in the assignment of the secret classifications. The explanation for the comparatively high percentage for Berlin-Wartenberg and Mittweida may lie, perhaps, in the desire of these small schools to emphasize their significance and "exclusivity" through a large number of secret works.

Unlike the technical and engineering schools, the teachers colleges did not produce dissertations relevant to state security or the economy (see table 5). Their proportion of classified theses, not sur-

TABLE 3
SECRET DISSERTATIONS FROM SELECTED TECHNICAL SCHOOLS, 1978-1987*

Institution	Dissertations			
	Total No.	Listed in diss. index	Listed only in catalogs of secret dissertations at Deutsche Bücherei, Leipzig	
			No.	%
<u>Universities</u>				
Dresden	3,101	3,052	49	1.6%
Magdeburg	789	751	38	4.8%
<u>Colleges</u>				
Ilmenau	683	588	95	13.9%
Karl-Marx-Stadt	1,250	1,029	221	17.7%
Leuna-Merseburg	639	512	127	19.9%
<u>Other</u>				
Transportation College, Dresden	464	426	38	8.2%

(Source: Figures compiled from *Jahresverzeichnis der Hochschulschriften* (German dissertation index), 1978-1987 and accession catalogs of secret dissertations in the Deutsche Bücherei, Leipzig)

*See Table 7 for updated figures.

TABLE 4
SECRET DISSERTATIONS FROM SELECTED ENGINEERING COLLEGES, 1978-1987

Institution	Dissertations			
	Total No.	Listed in diss. index	Listed only in catalogs of secret dissertations at Deutsche Bücherei, Leipzig	
			No.	%
Berlin-Wartenberg	45	31	14	31.1%
Dresden	103	95	8	7.8%
Mittweida	48	35	13	27.1%
Warnemünde	62	58	4	6.5%
Wismar	109	101	8	7.3%
Zittau	132	91	41	31.1%

(Source: Figures compiled from *Jahresverzeichnis der Hochschulschriften* (German dissertation index), 1978-1987 and accession catalogs of secret dissertations in the Deutsche Bücherei, Leipzig)

prisingly, lay below the national average. Nonetheless, one finds differences among the teachers colleges in their assignment of classifications. While the Teachers College in Potsdam, the largest such institution in the GDR, classified only thirteen of its dissertations between 1978 and 1987 as Level II, the Güstrow Teachers College, one-fourth its size, classified fourteen dissertations as secret. And at the Erfurt-Mühlhausen Teachers College only two dissertations were classified secret, both in 1979.

Review of Secret Classifications

The governmental resolution of January 15, 1987, on the protection of official state secrets led to a review of the levels of secrecy for all classified dissertations. This review produced some surprising results. In a letter addressed to the General Director of the Deutsche Bücherei on March 16, 1988, the Chancellor of the Zwickau Engineering College wrote, ". . . all the

dissertations classified as Level I from the Zwickau Engineering College are immediately declassified and may be treated accordingly." In a letter of June 8, 1988, the Vice-Chancellor of the Engineering College at Wismar reported that all the dissertations from that institution designated Level I and held at the Deutsche Bücherei were immediately declassified. The Level I accession catalogs of the Deutsche Bücherei show that between February and September 1988 a total of 642 dissertations were declassified: 257 from Halle, 87 from Zwickau, 63 from Greifswald, 43 from Wismar, 144 from Rostock, and 48 from Ilmenau. In addition, the Academy of Sciences declassified 83 Level II dissertations in August. Thus, in the space of only seven months, more than 700 dissertations were declassified and made publicly available based on the January 1987 resolution.

Clearly, the large number of declassifications was due in part to the extremely

broad interpretation of the guidelines for classification that had been in effect—this in spite of the fact that Section 4 of the "Regulations for the Archiving of University Dissertations with State Secrets" (1977) required, "at appropriate intervals," a review concerning "the continuation or the cancellation of the secret classifications." In actual practice, however, these universities and colleges took their good time to review classified material, seemingly because of the considerable costs involved. And only rarely were dissertations, such as the one from Halle in 1987, assigned a date in advance for lifting the classification. The assumption of an uncritical attitude towards continuing the secret classifications is confirmed by reactions to isolated inquiries from the Deutsche Bücherei concerning long-standing classifications: very frequently such dissertations were declassified only in response to the queries from Leipzig.

Because there was hardly any reaction from the colleges and universities to the regulation of January 15, 1987, requiring the review of declassified dissertations,

these institutions were asked by the Deutsche Bücherei in the summer of 1988 to take a position on the matter. As a result, most Level I and many Level II dissertations were finally declassified. They are all stamped "Canceled" and bear the date September 2, 1988.

All the remaining dissertations, particularly those classified Level II, were still formally secret until October 3, 1990, although as of November 1989 they were in fact available to users.

The last official declassifications in the Deutsche Bücherei occurred in March and April 1990 for two dissertations from the Zittau Engineering College. Table 6 shows that individual institutions differed greatly in declassifying dissertations, just as they had in classifying them.

The greatest number of declassified dissertations from secret categories is found at the Academy of Sciences and the Agricultural Academy, which had, respectively, declassified 85.7 percent and 50.9 percent of all secret dissertations by September 1988. With the exception of the University of Rostock, the universities were much slower to declassify than the

TABLE 5
SECRET DISSERTATIONS FROM SELECTED TEACHERS COLLEGES, 1978-1987

Institution	Dissertations			
	Total No.	Listed in diss. index	Listed only in catalogs of secret dissertations at Deutsche Bücherei, Leipzig	
			No.	%
Dresden	387	381	6	1.6%
Erfurt-Mühlhausen	447	445	2	0.4%
Güstrow	207	193	14	6.8%
Potsdam	806	793	13	1.6%

(Source: Figures compiled from *Jahresverzeichnis der Hochschulschriften* (German dissertation index), 1978-1987 and accession catalogs of secret dissertations in the Deutsche Bücherei, Leipzig)

TABLE 6
DECLASSIFICATION OF SECRET DISSERTATIONS AT SELECTED INSTITUTIONS
AS OF SEPTEMBER 1988

Institution	Level II Dissertations		
	Total No.	Declassified	
		No.	%
Academy of Sciences	105	90	85.7%
Agricultural Academy	220	112	50.9%
Architectural Academy	30	3	10.0%
Medical Academy, Berlin	44	-	-
Mining Academy, Freiberg	152	12	7.9%
Humboldt University, Berlin	402	18	4.5%
University of Greifswald	79	7	8.9%
University of Halle	241	10	4.2%
University of Jena	99	-	-
University of Leipzig	200	15	7.5%
University of Rostock	115	25	21.7%
College of Economics, Berlin	286	44	15.4%
Commercial College, Leipzig	67	33	49.3%
<u>Technical Schools</u>			
Ilmenau	95	37	39.0%
Karl-Marx-Stadt	221	8	3.6%
Leuna-Merseburg	127	14	11.0%
Magdeburg	38	5	13.2%
<u>Engineering Colleges</u>			
Wismar	8	4	50.0%
Zittau	41	4	9.8%
Total	2,869	460	16.0%

(Source: Figures compiled from accession catalogs of secret dissertations in Deutsche Bücherei, Leipzig)

academies. The Technical University of Karl-Marx-Stadt, for example, assigned secret classifications generously, but declassified them slowly. The Commercial College in Leipzig often assigned declassification dates to its Level II dis-

sertations, whereas the opposite was true of the College of Economics in Berlin, which often not only took up to a decade to deliver its Level II dissertations to the Deutsche Bücherei, but also declassified hardly any.

Summary

We can draw the following provisional conclusions from our interim report:

(1) In spite of the directions of the Ministry of Higher Education, the actual classification of dissertations was handled very differently by different institutions.

(2) The reasons for assigning classifications of secrecy to particular dissertations are to be found not only in their relevance to issues of state security or economics, but in the individual institution's academic self-perception and need for political prestige.

(3) Librarians could implement the procedures mandated by government and Party policy regarding secret dissertations only at great bureaucratic expense, and at the cost of their primary responsibilities, i.e., the development of collections accessible for research.

(4) It will surely take a number of years for libraries to overcome this inheritance from the GDR, that is, to integrate the secret dissertations into the general collections and the standard bibliographic tools.

Postscript: Further, Still More Secret Dissertations

Lothar Mertens

By 1994, as our research project was being concluded, almost 9,000 secret dissertations had been identified bibliographically (2,200 more than in 1992). Further, in addition to the two levels of secrecy described in the original article, two even more secret levels have been discovered.

Additional Secret Classifications

There were two higher levels of secret classifications of dissertations that could not even be held in the special stacks of the university libraries. Nor could they be forwarded to the Deutsche Bücherei in Leipzig. Rather, they were held in steel vaults by the central administration of the institutions at which they were written. Only a very small number of department heads and selected professors were permitted access to dissertations classified as Level III ("Confidential Matters"), and an even smaller number of selected high-level administrators had access to dissertations classified as Level IV ("Top Secret Matters").

Obviously, as had been the case with Level I and Level II dissertations, such top

secret dissertations were not listed in the German national bibliography, nor in the annual dissertation index.

The University of Greifswald and especially the College of Economics in Berlin assigned a relatively high proportion of dissertations to Levels III and IV (see table 7). In Greifswald, dissertations from the Department of Military Medicine were classified accordingly, while at the East Berlin College of Economics, dissertations were classified if they contained data from the Central Planning Commission, the National Central Agency for Statistics, or the state-owned armaments conglomerate. All the college's Level IV dissertations were written under the Department of Military Economy, which led a largely separate existence. The Department of Military Transport and Communications at Transportation College in Dresden, where almost all the college's Level III and IV dissertations were defended, was similarly isolated.

Nonuniversity Ph.D.-Granting Institutions

In addition to the universities and col-

TABLE 7
SECRET DISSERTATIONS FROM SELECTED UNIVERSITIES

Institution	Dissertations						
	Total No.	Listed in diss. index	No. classified Level I	No. classified Level II	No. classified Level III	No. classified Level IV	% kept secret
Academy of Sciences	1,535	1,326	103	105	1	-	13.6%
Agricultural Academy	637	377	40	220	-	-	40.8%
Mining Academy, Freiberg	984	599	176	152	57	-	39.1%
Humboldt University, Berlin	6,049	4,981	557	411	95	5	17.7%
University of Greifswald	1,283	1,123	-	79	59	22	12.5%
University of Halle	2,842	2,556	2	241	43	-	10.1%
University of Jena	1,993	1,804	78	99	12	-	9.5%
University of Leipzig	4,062	3,722	96	200	44	-	8.4%
University of Rostock	2,015	1,875	14	115	11	-	6.9%
College of Economics, Berlin	848	440	9	236	149	14	48.1%
<u>Technical Schools</u>							
Dresden	3,294	3,052	183	49	10	-	7.3%
Transportation College, Dresden	629	426	132	38	22	11	32.3%
Ilmenau	795	588	95	95	17	-	26.0%
Karl-Marx-Stadt	1,329	1,029	75	221	2	2	22.6%
Leuna-Merseburg	1,005	512	364	127	2	-	49.1%
Magdeburg	859	751	57	38	13	-	12.6%

leges, educational institutes within the army, police, and national security services of the GDR also had the right to grant doctoral degrees, a fact left unmentioned in all governmental publications devoted to the subject of higher education in the GDR. Most of the 2,000-plus dissertations identified after the initial part of this study came from these institutions (see table 8).

The course of specialized studies at these institutions was comparable to that offered by the training schools ("Fachhochschulen") and cannot be compared to the offerings of a traditional university. The reason for the strict secrecy practiced

there becomes clear upon examining the titles of their dissertations.

Organizations within the Socialist Unity Party that were responsible for educating its members and providing scientific expertise to the Party leadership also held the authority to grant doctoral degrees. They reported directly to the Party's Central Committee. With the exception of the Party Academy for the Social Sciences, which listed about half its dissertations in the annual dissertation index, the works of these Party and security services graduate institutions did not appear in the standard bibliographies. Even the Deutsche Bücherei, then the na-

tional library of the GDR, does not own a single one of these dissertations written at military or Party institutions. These institutions did not forward any depository copies, even for works declassified to a lower level. Most of the dissertations written under the aegis of the National People's Army are, however, still in the Military Library at Dresden.

The National People's Army maintained a comprehensive educational system, which included eight additional colleges for noncommissioned officers and four colleges for career officers. Its principal school was the Military Academy in Dresden, founded in 1959. Here officers were trained for three to four years in subjects such as tactics, the leadership of troops, political activity, and military theory and doctrine. These studies concluded with either an examination or with graduation at the rank of Dr. rer. mil. (rerum militarium), an academic degree granted only in the GDR. Given this military emphasis, dissertations centered around topics such as military tactics,

weaponry, and military history. Graduates of the four officers schools of the individual branches of the military (which did not have the authority to grant the doctoral degree) also received their doctorates from the Military Academy.

Military doctors for the National People's Army received their medical training at the Military Medical Academy at Bad Saarow in Mecklenburg, an offshoot of the Department of Military Medicine of the University of Greifswald. Military history was generally studied at the Military Historical Institute in Potsdam.

A special service rank, the Political Officer, corresponding to a position in the Soviet Red Army, was established for the political instruction of soldiers and noncommissioned officers in the National People's Army. This officer was not simply responsible for the troops' communist education, but he also served as the second-in-command to the Commanding Officer, acting as the Party's authority in the armed forces. Given the Political Officers' special role, it is not surprising that

TABLE 8
Secret Dissertations from Nonuniversity Ph.D.-Granting Institutions

Institution	Dissertations						
	Total No.	Listed in diss. index	No. classified Level I	No. classified Level II	No. classified Level III	No. classified Level IV	% kept secret
Security Police Legal College, Potsdam	174	-	21	2	100	51	100.0%
Military Medical Academy, Bad Saarow	318	-	284	-	20	14	10.7%
Military Academy, Dresden	502	-	163	-	208	131	67.5%
Military Political College, Berlin	8	-	6	-	2	-	100.0%
Military Historical Institute, Potsdam	61	-	41	-	11	9	32.8%
Police College, Berlin	129	-	129	-	-	-	100.0%
Party Academy for the Social Sciences	903	295	261	303	43	1	67.3%
Karl Marx College	35	-	31	4	-	-	100.0%
Institute for Marxism-Leninism	80	-	62	18	-	-	100.0%
Academy for Political & Legal Science	382	132	250	-	-	-	65.5%

they were trained separately from the other officers at the Military Political College in Berlin. If they didn't receive Level III or IV classifications, most of the dissertations written at these graduate military institutions were classified "For Use Only in the National People's Army," a classification comparable to Level II.

One of the least known graduate institutions in the GDR was the Police College in Berlin. Founded in 1962, it was granted the right to confer the Ph.D. in 1964. Secret dissertations of the People's Police include, among others, "The Regulation of Street Traffic from the Perspective of the German People's Police" and "The Guarantee of Public Order and Security Relating to International Soccer Matches and Soccer Leagues as Related to the Operations of the German People's Police."

Given the low scholarly relevance of such topics, it isn't surprising that in the twenty-five years from 1965 to 1990 only 129 dissertations were defended at the Police College. In 1993, after the college was dissolved, these dissertations were given to the library at Humboldt University in Berlin, where they are presently being added to the theses collection.

One of the smallest and most mysterious educational sites in the GDR was Potsdam's Security Police Legal College, which was founded in 1961. Only full-time employees who had served at least three years in the National Security Service were sent there to study. Its program emphasized detailed mastery and proper interpretation of the service's countless guidelines, regulations, instructions, and orders. Approximately 760 instructors taught about 500 participants in three departments. While the departments of Marxist-Leninist studies and jurisprudence were comparable to similar programs elsewhere in the GDR, instruction in the Department of Political Strategy served to educate the "Promoters of Peace" (as the GDR spies were designated in Party jargon) in matters relating to their "strategic work."

Graduates of the Legal College could also seek the rank of "Dr. jur." (doctor of jurisprudence) upon the successful completion of their legal studies, since the college had been granted authority to confer doctoral degrees in 1968. Altogether 174 dissertations were written by 478 doctoral candidates at this institution, with up to eight authors per title for team dissertations. The dissertations at the Legal College reveal a peculiar expansion of jurisprudence into the areas of criminal justice, espionage, and intrastate repression. Such topics as "Criminal Border Crossing by Youths and Adults Studied Phenomenologically as well as in their Social and Psychological Determinism" or "The Political-Strategic Organization of Colleges in the Federal Republic of Germany and West Berlin" had little to do with legal issues.

The dissertations from the Legal College were not just secret; they were almost all classified under the most secret categories. Only twenty-five of the 174 dissertations were classified Level II, 100 were designated Level III, and 51 as Level IV. Today most of these dissertations are in the Berlin Archive for Documents of the National Security Service of the former GDR (the so-called Gauck Authority).

Similarly inaccessible were the publications of the educational institutions of the Socialist Unity Party, which were all formally subordinate to the Party's Central Committee. Their research consisted mainly of work commissioned for the Politbureau and for the Party's Central Committee secretariats. Thus the Central Committee's Academy for the Social Sciences, founded in 1951, functioned mainly as a think-tank that also zealously churned out dissertations.

Founded in 1946, the year of the coerced union of the German Communist Party and the Social Democratic Party, the Karl Marx College of the Central Committee of the Socialist Unity Party assumed responsibility for the ongoing process of instructing the leading Party cadre.

The number of defended dissertations was correspondingly small. Presumably as a result of the 1972 law regulating the "protection of professional secrets," the annual index of German dissertations began with its volume 87 (1971) to list only "General Publications" of the Karl Marx College, thus excluding the dissertations.

The Institute for Marxism-Leninism, founded in 1947 as the Marx-Engels-Lenin Institute, was responsible for the preservation of orthodox Communist teaching and for maintaining a scholarly basis to its ideology. Although many dissertations were submitted there each year, the institute was not designated as a Ph.D.-granting institution in the 1970s and 1980s in the German dissertation index.

Only a very limited group of selected administrative cadres at these Party-sponsored Ph.D.-granting institutions was allowed access to the dissertations classified as "Internal Party Material," which were held in the archives of these Party organizations rather than in libraries. Two-thirds (294) of the 574 dissertations not listed in the standard bibliographies were placed at the Party's Academy of the Social Sciences in this classification, which was similar to the Level II classification. Today all these dissertations are widely accessible in a library of a section

of the Federal Archive in Berlin devoted to Party activity in the GDR, while the duplicates from the Academy of the Social Sciences, which were turned over to the library of the Humboldt University at the time of unification, are being stored (in a facility that was once a church) and have yet to be processed.

Another large source of unlisted dissertations is the Academy for Political and Legal Science, Potsdam, which was responsible for the instruction of administrative cadres. Two-thirds of its dissertations were not registered. After the dissolution of the academy under the Unification Treaty, its library, including the former secret dissertations, has become the Library for Law, Economics, and the Social Sciences, a branch of the university library of the newly founded University of Potsdam.

In closing, it should be recorded that, thanks to the circumspect activities of countless librarians and archivists, the majority of these almost 9,000 secret dissertations have been preserved and are available for use in libraries and archives. In most disciplines extensive work on the content of these secret dissertations still needs to be done, although they are already beginning to play a role in some research projects.

Notes

1. Wilhelm Bleek and Lothar Mertens, "Geheimgehaltene Dissertationen in der DDR," *Zeitschrift für Bibliotheks- und Bibliographie* 39 (1992): 315-26; and Lothar Mertens, "Weitere, noch geheimere DDR-Dissertationen," *Zeitschrift für Bibliotheks- und Bibliographie* 41 (1994): 304-11.

2. ———, *DDR-Dissertationen: Promotionspraxis und Geheimhaltung von Doktorarbeiten im SED-Staat* (Opladen, Germany: Westdeutscher Verlag, 1994).

3. ———, eds., *Bibliographie der geheimen DDR-Dissertationen/Bibliography of Secret Dissertations in the German Democratic Republic* (Munich, Germany: K.G. Saur, 1994). See also Hartwig Lohse's critical review in *MITTEILUNGSBLATT, Verband der Bibliotheken des Landes Nordrhein-Westfalen*, 45,1 (March 1995): 91-92.

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Censorship and the American College Library

Ronald N. Bukoff

Censorship at American college libraries has rarely been examined at any level of study. This survey is the first to investigate systematically cases of censorship involving a representative sampling of college and university libraries at two- and four-year state and private schools. The libraries serve small colleges with student populations ranging from 501 to 5,000 students. Over one-third of all respondents replying to a questionnaire reported some type of challenges to intellectual freedom. Various categories of censorship, identification of problematic materials, and types of complainants are examined.



What is *censorship*? Simply stated, censorship is the suppression of ideas, but as one examines the topic, the definition of this term becomes fluid and difficult to establish. In the library, acts of censorship can run the gamut from the formal request to have an item removed to anonymous acts of violence against the collection. Instances of censorship in school and public libraries are well publicized in the media and the literature, although similar cases in academic libraries rarely have come to light. Librarians and library administrators should not be lulled into a false sense of security; censorship is alive and flourishing in American college and university libraries. As libraries expand their missions to adopt new philosophies of service and provide access to information in a variety of formats, censors accompany each innovation and change.

A search of the literature reveals only two large-scale but specialized studies of censorship in college libraries: the examination of censorship in Canadian prairie province academic libraries in the early 1980s by Alvin M. Schrader, Margaret Herring, and Catriona De Scossa published in 1989; and Craighton Hippenhammer's 1993 survey of Christian college libraries in the United States and Canada.¹ These authors are concerned with the problem of intellectual freedom and censorship at the college/university level. Comparison between their findings and the results of the present study will demonstrate a steady and constant rate of censorship in college libraries of the United States.

I have taken as inspiration the statement by Schrader, Herring, and De Scossa:

"To the best of our knowledge, no other comprehensive study has

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been undertaken of the censorship phenomenon in the libraries of postsecondary educational institutions in either Canada or the United States It is hoped that similar studies will be undertaken in the near future in many other geographic areas, nationally and internationally, so that our understanding of the issues is broadened, and so that senior administrative policymakers—and librarians—will be forewarned."²

The "near future" is at hand; this report is the first to examine censorship in the American college library on a national basis. Academic librarians can no longer promulgate the erroneous belief that censorship cannot happen in their libraries. It can occur, it does occur, and it might happen sooner than imagined, for the most unexpected of reasons.

Methodology

The survey examined cases of censorship in college and university libraries in the United States from 1988 to 1994. The author chose this time frame for various reasons: to allow the possibility of examining trends in the increase or decrease of censorship since earlier studies; to decrease the likelihood for respondents not

As libraries expand their missions to adopt new philosophies of service and provide access to information in a variety of formats, censors accompany each innovation and change.

remembering incidents prior to 1988 or not working at their current library before 1988; and to match the span of years studied by the Canadian survey, permitting a greater methodological relationship between the two studies. A questionnaire was sent to college and university libraries chosen in a random sampling of postsecondary institutions listed in

*Peterson's Register of Higher Education, 1994.*³ Sampling was limited to schools with a student population between 501 and 5,000 and to institutions that primarily supported a liberal arts undergraduate curriculum. These are the "typical" small colleges. According to *Peterson's Register*, 55 percent of the colleges and universities in the United States fall into the range of 501 to 5,000 students.⁴ The author decided that since colleges and universities in this category—all of which will be referred henceforth as colleges—would most likely have a single, central library, the reporting of cases of censorship would be more methodical than in other libraries. Further instances of censorship would be known to the library administrators contacted. Of course, exceptions to this characterization exist, but it proved to be accurate for the majority of libraries contacted in the survey. In large academic library systems with multiple branch libraries on a single campus, knowledge of cases of censorship becomes more happenstance; events at a branch library may be handled locally and not reported to the central administrative office. The decision to concentrate on the typical liberal arts college setting, which primarily serves undergraduates, eliminated technical and professional schools from consideration.

Two- and four-year schools, both private and state, were considered valid settings. A random sampling of 110 colleges in 42 states was created and questionnaires were mailed to the selected schools in early February 1994. Within one month, respondents returned 68 questionnaires from 35 states—an acceptable response rate of 62 percent. The geographical spread between sampling and response was similar and all areas of the country were represented in an equitable manner. The questionnaires were sent to the directors of each library, on the assumption that the library heads would be aware of all cases of censorship in their libraries, or would refer the question-

naires to the most knowledgeable staff members. This assumption appears to have been true. Out of the 68 respondents, 53 (78%) were the respective heads of their libraries.

Survey

The percentage of responding libraries, according to size (number of students) and type (state or private, two- or four-year), corresponds closely to the original sampling. Deviation between the sampling and the returns was small and indicates that the response accurately represents the original mailing. Of the 68 responding librarians, 25 libraries (37%) recorded 38 instances of censorship, oftentimes multiple cases within a single library; eleven libraries (16%) fell into the latter category. The total of 37 percent of censorship cases in American college libraries corresponds to the 30 percent of cases of censorship in Canadian academic libraries, 1980-1985, reported by Schrader, Herring, and De Scossa.⁵ However, the Canadian authors examined a wider sampling of postsecondary institutions, and schools with student bodies numbering less than 5,000 accounted for only a portion, albeit a significant portion, of the total. Schrader, Herring, and De Scossa report that 75 percent of the censorship incidents occurred in libraries connected

with colleges having fewer than 5,000 students, but further examination of their figures also reveals that the eleven libraries serving fewer than 5,000 students account for 24 percent of the total number of respondents (47 libraries).⁶ Nevertheless, the Canadian study reveals a higher rate of censorship incidents in libraries connected with smaller colleges.

Of the responding libraries, 25 reported cases of censorship, while 43 (63%) had not experienced any problems of this type. Multiple cases of censorship in a single institution are not reported separately; each library was counted once, whether or not multiple incidents occurred. In this study, the number of two-year private institutions is quite small. Since the two out of three responding libraries in this category reported no cases of censorship, this separate category will not appear on subsequent tables. Rather, two-year state and private institutions will be combined into a single category. (See table 1.)

Although the reported incidents of censorship are spread evenly over the range of schools, by type and size, several observations can be made. Cases of censorship happen less often at schools with student bodies in the 501 to 1,250 range (six colleges, 24 percent out of the number of institutions reporting censor-

TABLE 1
REPORTED CASES OF CENSORSHIP (N=25)

Student population:	4 year	4 year	2 year	2 year	Total	Percent
	state	private	state	private		
501-1,250	0	4	2	0	6	24
1,250-2,500	2	6	3	0	11	44
2,501-5,000	1	3	4	0	8	32
Total	3	13	9	0	25	100%
Percent	12	52	36	0	100%	

ship), and most frequently at schools with 1,251 to 2,500 students (eleven colleges, 44%). The range of difference is even higher when types of schools are compared. Four-year state colleges reported only three cases of censorship (12%), while four-year private colleges have the highest rate of censorship with twelve occurrences (48%). Two-year institutions fall between these two extremes with nine incidents (36%). This last number represents both state and private two-year colleges. When type and size are combined, four-year private colleges with 1,251 to 2,500 students have the highest percentage of cases of censorship (six incidents, 24%) out of the total number of responding libraries.

When all four-year private colleges are examined, the 13 cases in this category account for 52 percent of the total number of challenges to the library. This number is impressive, but it seems expedient to separate four-year private colleges into two categories: religious and nondenominational. With this in mind, the figure of 52 percent needs to be reexamined. Twenty-three religious-affiliated colleges replied to the survey, while seven nondenominational private colleges responded. Of the religious colleges, ten recorded instances of censorship, 40 percent of the total, while nondenominational colleges accounted for 12 percent. These are very different figures, but single numbers can be misleading. A division of the percentage of libraries reporting cen-

sorship, out of the number of responding libraries in each category, is provided in table 2.

When examined within separate categories, the numbers reveal a different perspective. Four-year state colleges report the lowest percentage of censorship cases, although the figure of 23 percent is still substantial. Nearly one-quarter of schools in this category have experienced some form of censorship within the last five years. Two-year colleges, both private and state, recorded a 36 percent rate of censorship, while the four-year private schools, both religious and nondenominational, averaged 43 percent each. Examined by individual categories, the religious and nondenominational colleges are remarkably similar, with very high rates of experienced censorship.

The four-year religious colleges responding to the survey represented many types of Western Christian theology, conservative to liberal. A comparison can be made with Hippenhammer's survey of evangelical Christian college libraries. Hippenhammer reports that 48 percent of the libraries in his survey encountered some type of censorship during the last two years.⁷ Although his study focused on conservative evangelical colleges, and the present study examines the entire spectrum of religious-affiliated schools, the present finding of 43 percent of cases of censorship within all types of religious-affiliated four-year colleges compares closely to Hippenhammer's report of 48

TABLE 2
Percentage of Libraries Reporting Censorship

	Cases of censorship	Percent of responding libraries, each category
Four-year state	3	23% (of 13)*
Four-year religious	10	43% (of 23)
Four-year nondenominational	3	43% (of 7)
Two-year state and private	9	36% (of 25)
Total	25	35% (of 68)

*Percentages in the text and in all tables have been adjusted to the nearest whole-number.

percent of challenges. The more conservative the theological foundation for the school, the greater likelihood for censorship in the library, but not by much. Librarians working in this type of academic setting need to be aware of the possibility for censorship to the collection, and should prepare for the likelihood of challenges to the collection.

After establishing the existence of challenges to the library, the respondents answering in the positive responded to a series of questions concerning classifications of censorship. The following numbers represent individual libraries, even if multiple challenges occurred. Eleven individual libraries (16% of total respondents) reported a request to remove material from their collections; 14 libraries (21%) encountered problems with anonymous tampering, mutilation, or destruction with library computer hardware and library-sponsored bulletin boards, while four libraries (6%) recorded formal challenges that did not require the removal of material from the collection. Cases reported as tampering were examined carefully. One can presume, sadly, that nearly every library experiences random tampering and mutilation, sometimes in lieu of photocopying or as an exhibition of a prurient interest in photographs or drawings involving sexual topics. Nonetheless,

certain related incidents reported by the respondents clearly indicated a form of censorship, and the author relied heavily, but not exclusively, upon the beliefs of the responding librarians concerning their definition of cases of censorship. The survey also inquired if the libraries had experienced requests to relocate material from one part of the collection to another in order to restrict it. Although several respondents indicated incidents for this question, none of the cases could be regarded as true cases of censorship. They involved requests to recatalog items from one part of the collection to another and were not recorded as incidents of censorship in the author's results.

As recorded earlier, 25 libraries reported 38 cases of censorship. Not surprisingly, the traditional categories of books and journals received the greatest number of complaints (see table 3). However, the combined categories of art work (tied for second place with journals) and bulletin boards demonstrate the fact that a library can encounter problems in non-traditional areas. Library-sponsored art exhibits and individual works of art adorning the walls and bulletin boards needed to be included in this survey. They are an integral and special part of many college libraries, and these exhibits and bulletin boards also encounter the same

TABLE 3
CATEGORIES OF CENSORSHIP (N=38)

	Books		Art	Videotapes	Bulletin	Computer	Building
	Books	Journals	work		boards	software	
Removal	10	6	xx	2	xx	xx	xx
Tampering	4	2	4	xx	2	2	1
Complaints	xx	xx	4	1	xx	xx	xx
Total	14	8	8	3	2	2	1
Percent (of 38)*	37	21	21	8	5	5	3

*There were thirty-eight incidents of censorship reported from twenty-five libraries.

sorts of problems and challenges that occur with books and journals. Rounding out the field were problems with videotapes and computer software.

The identifiable subject matter for these complaints breaks down into various categories. As one would expect, material dealing with sexual themes led the list with 15 challenges. This was followed by material that could be considered: po-

Examined by individual categories, the religious and nondenominational colleges are remarkably similar, with very high rates of experienced censorship.

litical (five complaints); violent (four); racist (four); religious (two); dealing with animal rights (one); and offensive, but not sexually offensive (one). A specific subject could not be assigned to some of the incidents reported: this accounts for the disparity between number of complaints (38) and number of subjects (30). With little overlap, the items singled out by complainants reported in the survey display a wide variety of titles and materials. Respondents mentioned *Playboy* twice in both the American and Canadian surveys. There was more of an overlap with the Christian libraries study because of the shared time frame of the two studies; the Canadian study examined censorship in libraries a decade ago. The descriptive designations supplied by the respondents and titles that met with challenges are provided in table 4. Specific editions are indicated only when known, and shared titles with the Canadian and Christian libraries studies are indicated in brackets. When noted, the dates of the complaint or incident are supplied. In the category "art works," the type of artistic medium was not indicated for the items listed as "depictions."

Some of the challenged items have their own individual histories in the realm of intellectual freedom. The

homeroetic photography of Robert Mapplethorpe received national attention after the artist and his work gained notoriety in 1989 because of a public campaign of "decency" generated by Senator Jesse Helms.⁸ In the two reported cases involving books by Mapplethorpe, the titles were kept in the libraries after discussion with the complainants. Homosexual material also caused problems at other libraries. One library had two separate incidents in the summer and fall months of 1992 when several books on homosexuality were removed from the shelves and placed in trash cans throughout the library, including the men's rest room. The library had a creative and effective response to this problem: a display was set up in the library with the notice, "Someone would like to prevent you from reading these books," and an accompanying article appeared in the student newspaper. There have been no such incidents since at this particular library. Another library, contemplating the subscription to the journal *The Advocate*, received protests from library staff members who objected to the possibility of handling a homosexual journal. The end result in this situation is not clear. The respondent did not specify whether or not the library subscribed to the journal.

The explicit sexual photographs in *Caught Looking*, a feminist perspective on pornography edited by Kate Ellis, also came under attack. A local businessman instigated the complaint against this title, but the library in question kept the book after discussing the situation with the complainant. No list of challenged items in libraries would be complete without the perennial favorite *Playboy*. As previously mentioned, this title was listed twice by respondents. In one situation, a member of the library's Board of Trustees challenged this magazine, questioning the use of library funds for this title. A letter of explanation and a formal presentation to the board by the library resulted in the magazine's being kept in the

TABLE 4
Items Challenged

Subject/Title/Description	Date of Complaint/ Incident (if known)
Books:	
<i>Andy Warhol Prints</i> , edited by F. Feldman and J. Schellmann, 1985 [Christian*]	
<i>Caught Looking</i> , edited by Kate Ellis et al, 1992	1993
<i>Daddy's Roommate</i> , by Michael Willhoite, 1990 [Christian]	1993
<i>Encyclopaedia Britannica</i> [Christian]	
<i>The Limerick: 1700 Examples</i> , edited by Gershon Legman, 1970	Nov. 1992
<i>Little Black Sambo</i> , by Helen Bannerman	1989
<i>Robert Mapplethorpe</i> , by Richard Marshall, 1988 [Christian]	1991
Book of photography by Robert Mapplethorpe [Christian]	1991
Book on sexual relationships	Dec. 1993
Book on rape	
Books on homosexuality—two incidents reported, titles not supplied	1992
Anti-Mormon books	1989
An atlas	Dec. 1993
Journals:	
<i>The Advocate</i>	
<i>American Atheist</i>	
<i>Animal's Agenda</i>	
<i>Heavy Metal</i>	
<i>Playboy</i> —two respondents in American colleges survey [Canadian**; Christian]	1991, ?
<i>Soldier of Fortune</i>	1991/92
<i>Village Voice</i>	
Videotapes:	
Aristophanes' <i>Lysistrata</i> , distributed by Greek Video, 1987 [Christian]	1992
<i>A Clockwork Orange</i> , directed by Stanley Kubrick, 1971 [Christian]	May 1993
<i>The Virgin Spring</i> , directed by Ingmar Bergman, 1960	Oct. 1993
Art Works:	
Depiction: Nudes	
Depiction: Portrait of Nazi leader, Heinrich Himmler	
Drawing: Klansmen threatening an African-American man	Dec. 1993
Photography: Portrait of a university professor	
Photography: Exhibit chronicling the lives of terminal cancer patients	
Photography: Subject "inappropriate"	Mar. 1991
Poster: The life of Dr. Martin Luther King Jr.	Feb. 1994
Poster: Celebration of Black History Month	

*Reported in Christian libraries by Hippenhammer.

**Reported in Canadian libraries by Schrader, Herring, and De Scossa.

collection. In the second *Playboy* case, several complaints—verbal, written, and sent to an electronic suggestion box—against the title resulted in the subscription being cancelled, but only after the library budget required a reduction of several thousand dollars worth of serial subscriptions. In this particular situation, the library's problem was solved by external factors, i.e., the budget. *Playboy* also gains distinction as being the only title shared by all three censorship studies of academic libraries: American, Canadian, and Christian colleges.

Sexual themes also were behind the challenges to other items reported by American college libraries. One student declared *The Limerick*, edited by Gershon Legman, offensive, and it was placed tem-

An unnamed but obviously current atlas was challenged when a student complained over its depiction of Macedonia as a separate country instead of as a region of Greece.

porarily on reserve. Meanwhile, the librarians examined their collection development policy, discussed the book with three faculty members and a dean of the college, and decided that the proper procedure was to return the book to the regular collection. Book mutilation, which was judged by the respondents and the author to be a case of censorship, involving sexual material was inflicted upon one library's copy of *Andy Warhol Prints*. Several students objected to a videotape of Aristophanes' *Lysistrata*, a Roman play dealing with the power of sexual relations. At this institution, the library requested intervention by the president of the college, who reviewed the material and returned it to the library with the indication that it should remain in the collection. At yet another college, a library staff employee voiced an objection to a depiction of nudes on display in the library. The library administration dis-

cussed the incident with the staff member and the art work remained on display.

Although levity is not a normal feature of cases of censorship, one can be permitted a small restrained chuckle over one reported incident of mistaken identity. The author of a book on sexual relationships shared the same name with a faculty member at one institution. The book's existence in the collection came to the attention of the faculty member when the views espoused in the book, which had been read by a student, contradicted the faculty member's opinions stated in class. The library agreed to withdraw the title because of the faculty member's strong views in opposition to the ideas found in the book, and to eliminate problems of identification between the author and the faculty member. Is this censorship? It is not always easy to say with complete confidence and assuredness.

The turbulent world of children's literature also invaded the placid world of the college library. Helen Bannerman's children's classic *Little Black Sambo*, first published in London in 1899, had fallen from grace long ago and was challenged at one college. *Little Black Sambo* was cited by a faculty member as an example of racist literature and no longer appropriate for use by children's literature classes. The library's solution was to move the book to the rare book collection to be used by upper-division students studying censorship and racism in children's literature. This solution appears valid; the title remains available and the book is less likely to undergo further challenges. Michael Willhoite's children's book *Daddy's Roommate*, which introduces children to the lifestyle of a gay male couple, has had a tumultuous history of challenges in school and public libraries since its publication in 1990.⁹ In the survey, one respondent reported that a student and an alumnus requested the removal of this title from its library's children's literature collection; the book was kept in the library after discussion with the complainants.

An entire censorship case history involving *Daddy's Roommate* and the Minot State University (MSU) library, from first complaint through final resolution, is recounted by Susan Podrygula in *C&RL News*. This particular case is of interest since MSU in Minot, North Dakota, with a student population of 3,800, matches the profile of colleges in the present survey. As Podrygula recounts: "[We] were surprised when it happened to us. . . . Six months after we received the initial letter of complaint, we are in the midst of revising and updating our collection development statement. This experience will make us examine more closely the section on censorship and intellectual freedom, so routinely included in collection development policies, but never really expected to be used."¹⁰

Challenges related to politics, religion, and violence also occur in college libraries. Students objected to the possession of various journals: *The Advocate*, *American Atheist*, *Animal's Agenda*, *Heavy Metal*, *Soldier of Fortune*, and the *Village Voice*. In several instances, the form of protest was actualized as theft or mutilation, but it was perceived as censorship by the library. Except for *Animal's Agenda*, which was relocated behind the circulation desk to protect the issues from damage, the resolution to the other journals' continuing existence in their respective libraries is unclear. Reference collections were not considered to be sacrosanct: an atlas and an encyclopedia came under fire. An unnamed but obviously current atlas was challenged when a student complained over its depiction of Macedonia as a separate country instead of as a region of Greece. The atlas was kept in the collection. The essay on "Sex," in the *Encyclopaedia Britannica* (edition not reported) at a different college was razorbladed out of the volume; the library regarded this act as censorship.

From a different library came the report of a complaint registered by a local Mormon church member who objected to

the library's ownership of several titles perceived to be anti-Mormon. The library demonstrated that it provided a balance by owning several publications produced by the Church of the Latter Day Saints. After the librarian talked to the complainant, no further action was taken. The books remained on the shelf.

Racist censorship appeared in several guises. Two librarians reported posters stolen from library displays: one on the life of Dr. Martin Luther King Jr. and another celebrating Black history month. A drawing in a library-sponsored art show created a furor at one college. The African-American artist depicted local businessmen and police as Klansmen threatening the artist. When the library refused to remove the piece after complaints from one of the subjects, the complainant attempted to rip the drawing from the wall. The library intervened, a discussion with the complainant was held, and the drawing remained in the library and art show. This incident brings to mind a famous case of Renaissance censorship involving a conflict between Michelangelo and the papal chamberlain Biagio da Cesena who protested his depiction as a denizen of hell in the artist's "The Last Judgment" (1535-1541) in the Sistine Chapel. Pope Paul III refused papal intervention and Biagio remained pictorially consigned to the netherworld. In the modern parallel, the complainant remained in the Klan.

Naturally, some censorship problems did not fit into the above categories. In two separate institutions, someone tampered with computer software, removing programs from the library hard drive in one college, and replacing instructional terms on a menu program with obscene terms at another. Three additional schools reported attacks against the library facilities or contents: a swastika was painted on the entrance to the library, spotted by campus police at 5:30 a.m., and removed before the building opened at 8:00 a.m.; an art show in the library was defaced by graffiti; and a photograph of a university

professor in a library exhibit was defaced. The remaining problems centered around art work in the library. Photographs by faculty members were regarded as inappropriate in one instance—the subject matter not identified—and a photographic chronicle of the lives of terminally ill cancer patients was labeled distasteful in another. Both cases occurred at the same college, but two years apart, 1991 and 1993. A portrait in a library show by a former faculty member of the Nazi leader Heinrich Himmler, although a negative portrayal, still raised the ire of one student. In the latter three instances, after discussion with the complainant, the problematic works of art remained on exhibit in the libraries.

Students comprise the largest portion of the population at the colleges associated with the libraries in the survey. It is not unexpected to discover that students are the largest identifiable group instigating complaints against the collection (see table 5). Actually, the category of unknown assailants tops the list in the area of tampering and destruction of library materials. Although many respondents indicated that these perpetrators of violence were likely students, no actual proof

exists. If this is true, then the number of students formally or anonymously creating a censorship challenge to the library could be as high as 63 percent out of the total number of recorded incidents. It seems quite plausible that this percentage is a more likely figure for student-originated complaints or incidents: students have great unrestricted access to the libraries' collections. Conversely, if the category of unknown assailants is removed from consideration, the number of students registering complaints is at 44 percent (out of 25 cases). In the Canadian study by Schrader, Herring, and De Scossa, the authors reported a 40 percent origination of complaints by students and teaching staff, while Hippenhammer recorded a surprising 84 percent of challenges coming from students alone.¹¹ If one accepts either the combined figure of 63 percent (unknown plus student complainants), or only permits the total of 44 percent student complaints, the present survey of American colleges falls between the range of the Canadian and Christian college surveys. Whether one accepts the higher or lower figure in the present survey, one cannot deny the fact that, in the American and Christian surveys, college

TABLE 5
Complainants

	# of complainants	Percent (N=38)	# of complainants	Percent (N=25)*
Unknown	13	34	xx	xx
Student	11	29	11	44
Students and unknown (combined)	24	63	xx	xx
Member of teaching staff (faculty)	5	13	5	20
Member of library staff	3	8	3	12
Community member	3	8	3	12
Administrative official of the institution	1	3	1	4
Community religious organization	1	3	1	4
Alumnus	1	3	1	4
Reported complainants, total	38	101%	25	100%

*These totals represent the elimination of unknown complainants/assailants (38-13=25).

TABLE 6
Comparison among Complainants:
American, Canadian, and Christian Surveys

	Unknown	Students	Faculty	Staff	Administrators	Others	Total
American	34%	29%	13%	8%	3%	13%	100%
Canadian	xx	xx	40%*	40%	20%	xxx	100%
Christian	xx	84%	21%	23%	5%	28%	161%

*This figure combines the totals for both students and faculty.

students institute the greatest number of complaints against the library, and this may also be true in the Canadian study. It is the youth that are the most conservative elements in the college environment. This fact alone seems to indicate strongly a definite need for greater library instruction and training for students, particularly in the area of intellectual freedom and censorship.

Following students on the list of complainants in the survey of American college libraries are: college faculty, library staff, community members, administrative officials, a community religious organization, and an alumnus. However, the three surveys do not agree in the figures for the percentage of complaints coming from faculty, library staff, and administrators (see table 6). The Canadian results do not divide the figures into smaller categories, and it is amazing that

the authors found a 40 percent involvement by library staff members with incidents of censorship. Hippenhammer's survey totals are often much higher than 100 percent, and he appears to count multiple challenges in more than one category. This type of presentation is confusing and obfuscates the data, although it does not negate the results of his survey.¹²

Library officials treated the complaints in similar ways, exhibiting a unity of library policies concerning the handling of problems (see table 7). Although respondents reported 38 incidents, formal action was only given for 29 challenges. In the several cases of mutilation or theft that appear to be cases of censorship, there was no direct action taken or the action, if occurring, was not reported on the questionnaire.

Face-to-face communication, the foundation of the reference interview, was the

TABLE 7
How Was the Incident Handled?

Verbal discussion with complainant, no further action taken	17
Material relocated	3
Written explanation sent to complainant, no further action taken	2
Computer software repaired/reloaded	2
Material removed/subscription cancelled	2
Replaced	1
Reviewed by administrative official	1
Warning label attached	1
Total	29

concluding factor for the majority of incidents. One might consider the discussion between librarian and complainant to be a library policy interview. In no reported case did the person instigating the challenge decide to continue beyond the stage of discussion. The complainants seemed to be satisfied that the libraries

It is not unexpected to discover that students are the largest identifiable group instigating complaints against the collection.

took their challenges seriously, had considered them, and made the effort to contact them for an explanation of the library's collection development policy. When materials were relocated, they still remained in the collection and available for examination and circulation purposes, but they were no longer accessible in the public domain, i.e., the general stacks. Only in two instances were items removed or a journal subscription cancelled. Thus, in 93 percent of the reported cases that presented some type of solution to the censorship problem at hand, the library retained the problem items. It appears that when challenged, college libraries make a concerted effort to retain the questioned materials and to inform the complainant of the reasons for the library's decisions.

One observation is the difficulty in identifying what is and is not a case of censorship. It is easy to apply this rubric to situations where a patron approaches the library and submits a verbal or written complaint. It is harder to judge the motivations behind anonymous acts of tampering, theft, mutilation, and destruction committed against a library and its contents. When a researcher is dealing with surveys and relies upon the responses of others, levels of interpretation are involved: is the questionnaire understandable? are the respondents actually replying to the printed questions? and

how shall the author interpret the responses? Unfortunately, identification of censorship is a subjective area and the author chose to err on the conservative side. If all reported cases of possible censorship were included in the recorded results, the figures of censorship would have been slightly higher. In this survey of American college libraries, the author examined the responses from each responding library and applied a subjective rating to each case of reported censorship. Instances involving known complainants were accepted as cases of censorship; cases involving anonymous acts were judged according to the statements supplied by the responding libraries. If the respondent believed an act of violence against the library was an act of censorship, the author accepted this judgment in most situations. Only in a limited handful of cases, involving stolen items of current popular interest or a request to move a title from the regular stacks to the reserve stacks in order to protect the contents from possible damage, did the author deem the cases not to be acts of censorship. Nonetheless, 19 situations in 15 libraries were identified, out of the total 38 reported and accepted instances of censorship, where known complainants were involved.

Conclusion

This study should provide an alert for the college library community. Censorship is a part of the college library reality, and librarians need to be aware of this fact and to be prepared for the eventuality of it happening at their institution. One-third of the libraries surveyed have already experienced this phenomenon. For libraries that have already experienced a censorship challenge, complacency should be discouraged. Censorship lightning can strike multiple times in the same location. The results of the survey of American college libraries indicates the importance of campuswide library instruction to heighten student, faculty, and library staff

awareness of the issues of censorship and intellectual freedom. When possible, and particularly in small communities where the college is the hub for many local activities, there is a definite need to develop an outreach relationship with members of the community representing business, religious, and political organizations.

Reported challenges and problems occurred in nontraditional areas under a library's control: art shows, bulletin boards, computer software, and library-sponsored events. One can only hazard a guess that as libraries move heavily into the computer network environment,

people will devise new and more creative ways to censor and challenge the library. Who knows what forms of censorship challenges the information superhighway will produce? To be prepared for the future eventuality of a censorship problem, in any format, librarians need to arm themselves fully with carefully prepared policies, reconsideration forms, and the backing of administrators. Forewarned is forearmed. As always, the best defense for the library environment is education: the better informed the users of the library are concerning intellectual freedom, the less likely they are to want to censor.

Notes

1. The first published study of censorship in college libraries appears to be the article by Alvin M. Schrader, Margaret Herring, and Catriona de Scossa, "The Censorship Phenomenon in College and Research Libraries: An Investigation of the Canadian Prairie Provinces, 1980-1985," *College & Research Libraries* 50 (July 1989): 420-32. This was followed by Craighton Hippenhammer's bipartite set: "Patron Objections to Library Materials: A Survey of Christian College Libraries Part I," *Christian Librarian* 37:1 (Nov. 1993): 12-17; "Patron Objections to Library Materials: A Survey of Christian College Libraries Part 2," *Christian Librarian* 37 (Feb. 1994): 40-47; and the summary of his survey, "Intellectual Freedom in Christian College Libraries," *Newsletter on Intellectual Freedom* 43 (Mar. 1994): 41, 50.

2. Schrader et al., "The Censorship Phenomenon," 426. Inspiration for this project was provided by Margaret Herring's groundbreaking study, "The Effectiveness of Written Selection Policies in Preventing Censorship in Academic Libraries in the Prairie Provinces Since 1980," (M.L.S. research project, University of Alberta, 1986). Herring granted permission to utilize her original survey as the basis for my questionnaire. In this manner, I could make acceptable comparisons between Canadian and American libraries.

3. *Peterson's Register of Higher Education, 1994* (Princeton, N.J.: Peterson's Guides, 1993), includes information on almost 3,700 colleges and universities in the United States.

4. Under the category of total enrollment, 15 percent of the schools have a student population of 501 to 1,000, while student bodies numbering 1,001 to 5,000 represent 40 percent. Colleges with an enrollment of 501 to 5,000 equal 55 percent of the number of postsecondary institutions; *Peterson's Register*: xxiv.

5. Schrader et al., "The Censorship Phenomenon," 422.

6. *Ibid.*, 422-23. The numbers were derived from "Table 1," but the authors did not present them in the fashion presented in the present essay.

7. Hippenhammer, "Patron Objections," I: 14.

8. The Mapplethorpe controversy has generated much press, a small sampling includes: Margaret Carlson, "Whose Art Is It Anyway?" *Time* 134:1 (July 3, 1989): 22-23; Leo John, "Ugly Truths Untold by the Press," *U.S. News & World Report* 109 (Sept. 10, 1990): 23; Jacob Neusner, "The End of the N.E.A.," *National Review* 43 (May 13, 1991): 39-41.

9. The literature on *Daddy's Roommate* is extensive, but an informative summary of the controversy can be found in Mary Jo Godwin's "Conservative Groups Continue Their Fight to Ban *Daddy's Roommate*," *American Libraries* 23 (Dec. 1992): 968.

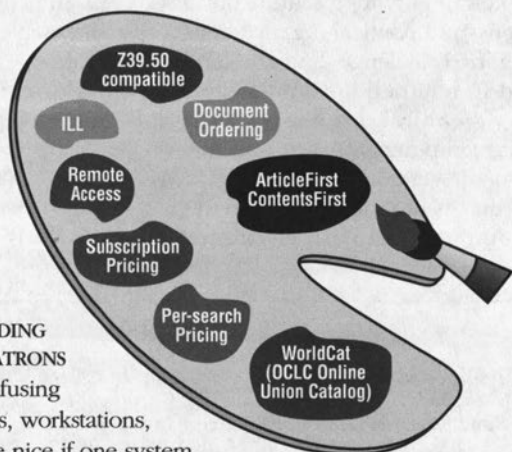
10. Susan Podrygula, "Censorship in an Academic Library," *College & Research Libraries News* 55 (Feb. 1994): 76-78, 83.

11. Schrader et al., "The Censorship Phenomenon," 424; Hippenhammer, "Patron Objections," I: 14.

12. Hippenhammer has a consistent flaw in methodology in presenting figures that do not tally to 100 percent.



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Use-Based Selection for Preservation Microfilming

Paula De Stefano

The national brittle books program and, by extension, the development of a nationally preserved collection have followed a very narrow selection approach that excludes those portions of the nation's research libraries that are used. Sole reliance on the collection-based, or subject-based, approach to preserving brittle books has dominated microfilming activities in the nation's research libraries. Even though use has served historically to trigger other preservation treatments, such as repair, it has become practically extinct as a method of identifying brittle books for preservation microfilming and, thus, contributing to a nationally preserved collection of scholarship. The author questions the sole reliance on the collection-based approach to preserve brittle books and, at the same time, argues for the development of a more coherent strategy for the long-term preservation of brittle, circulating materials.



Methods of selection are an eminently important part of preservation, while the ability to question, reexamine, and change, where needed, is fundamental to the whole of any profession.¹ The discussion here intends to promote use as a valid and worthy selection method for numerous reasons. Surprisingly, use has received little serious consideration in the literature to date. Yet, when queried, preservation professionals strongly advocate its merit and, curiously (or, perhaps, not so curiously), use is gaining favor as a possible method for selecting materials for digitization.² The selection method that dominates traditional preservation microfilming projects to date is the subject- or collection-based approach. Lest librarians turn a deaf ear to the future researchers we expect to serve through the

rigid embracing of a single selection approach to preservation, there needs to be more inquiry into possible supplements to the collection-based approach to ensure that the limited resources expended on preservation do preserve materials relevant and useful to future scholars. Moreover, we must be attentive to the fact that society will not continue to support the large-scale preservation of research materials without the assurance that rational, well-reasoned choices are made in an economical, financially responsible fashion.

It behooves us, then, to reexamine our decision-making apparatus periodically and to contemplate continually new and better ways of proceeding. This examination of use-based selection is not an indictment of the subject- or collection-based approach. Rather, it is a deliberate

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attempt to focus attention on questions that not only have not been seriously, or adequately, answered, but also, in some cases, have not been asked. In the words of F. Gerald Ham, "the real cause for concern is that there doesn't seem to be any concern."³

The use-based method of selection has long been a traditional means of triggering preservation treatment in libraries. Margaret Child writes:

Libraries always have been concerned about maintaining the usability of as large a portion of their collections as possible. Policies and procedures are therefore in place in most libraries to intercept materials identified, usually at the point of circulation or shelving, as in some way damaged or deteriorated.⁴

Yet, despite its traditional roots as a method of triggering a preservation decision, employing a use-based method of identifying candidates for filming has never been pursued seriously as a legitimate vehicle for selecting titles to add to the national collection of microfilm masters. Rather, the collection-based paradigm has been widely accepted and wholly embraced as a model. Why? One essential reason draws on the mechanics of paradigm development and another involves positive reinforcement of the paradigm itself, primarily for reasons set up by the group that adopted it. Thomas Kuhn's valuable research in the development and evolution of scientific paradigms in *The Structure of Scientific Revolutions*, provides insight into the mechanics of that phenomena. Kuhn states, "Paradigms gain their status because they are more successful than their competitors in solving a few problems that the group of practitioners has come to recognize as acute."⁵

The problem that the preservation community has recognized as acute, of course, is the brittle books problem. Tre-

mendous attention has focused on that issue in the professional literature. The specter of millions of decaying, unrecoverable volumes of scholarship on the shelves of research libraries all across the nation stunned the library community. Working against time, expediency fueled the engines of huge microfilming projects as collection-based selection proved itself most practicable in reformatting as many brittle, or soon to become brittle, materials as fast as possible. Deemed far too slow to address such a catastrophic crisis, other competing paradigms, such as selection based upon use and bibliographic models of selection involving title-by-title reviews, were not equally employed, nor have their merits been tested or evaluated.⁶

Positive reinforcement of the collection-based paradigm by the preservation community has established it further as an almost *de facto* method of selecting materials for preservation microfilming projects. Beginning with the early Research Libraries Group (RLG) Americana projects in 1984 and continuing with the RLG "Great Collections" projects, subject- and collection-based approaches, respectively, were tested and widely deemed acceptable. Furthermore, the National Endowment for the Humanities' (NEH) strong endorsement has limited microfilming projects to ones with subject- or collection-based selection approaches, thereby reinforcing the concept with the lure of funding.⁷

Likewise, the Commission on Preservation and Access advocated in 1989 that although scholars may initially reject an approach that does not proceed on a title-by-title basis, the collection-based approach "is more efficient to preserve all the materials in a particular category than to deliberate lengthily about the relative importance of specific titles."⁸ So much conviction in the concept of the collection-based approach promoted a belief in its viability as a sole source selection method to combat the brittle books crisis.⁹

The following explains further the last stage of such widespread acceptance of the collection-based approach. Kuhn aptly points out that: "During the period when the paradigm is successful, the profession will have solved problems that its members could scarcely have imagined and would never have undertaken without commitment to the paradigm."¹⁰

In this case, that is indisputably true. In no other way could so many brittle books have been committed to microfilm on such a huge scale. The ambitious, national brittle books program, originally proposed by the Commission on Preservation and Access in 1988, has resulted in NEH's tally of 640,000 brittle books microfilmed between 1988 and 1994.¹¹ Sweeping through collections enabled the filming of brittle books to proceed at a remarkably rapid pace. And, for that reason, the collection-based approach continues to be accepted and employed to fulfill a mission of expediency and to resolve what has been perceived as an acute problem—with expected results. In fact, it is quite possible that the collection-based approach has inadvertently fostered an immoderate propensity toward quantity and competition for funds, rather than promoting an inclination toward quality of selection, as well as a more rational development of guidelines to support the selection process itself.¹²

The credibility of the argument of expediency and the utility of the subject- or collection-based approach is not disputed here. Such an approach clearly is by far more efficient than title-by-title decision-making, and it is significant that the consensus among well-informed preservation librarians and collection development professionals supported the collection-based paradigm as it gained national popularity. What is disturbing, however, is the degree to which this method of selection has been adopted as the sole approach to selecting materials for preservation from the great stores of knowledge

held in the nation's research libraries. The question remains, does the sole reliance upon "strong" collections produce the kind of preserved national collection that properly records intellectual diversity and important scholarship, or does it just passively repeat existing patterns of collecting in an attempt to save time?

Embedded in the attitude of expediency another question remains: *who* are we serving? Is the preservation community really serving the scholars of tomorrow? Or are we satiating our fears and stemming our panic? The wholesale adoption of a collection-based approach has been predicated on the brittle books crisis, but is the imminent deterioration of large segments of the nation's research materials an accurate judgment? Existing scientific inquiries seem to refute that urgent claim.¹³ As Dan Hazen points out

... does the sole reliance upon "strong" collections produce the kind of preserved national collection that properly records intellectual diversity and important scholarship?

and Barclay Ogden illustrates, "straight-line graphs, which are plotted on semi-log scales on pages 38–43 (of W. J. Barrow's *Permanence/Durability of the Book: A Two-Year Research Program*), may mislead casual readers. Fixed-interval vertical axes would produce curves that in all cases level off over time."¹⁴

Proceeding from Barrow's indication that rates of deterioration do level off, Hazen postulates that "[t]he time frame in which we must act may be longer than we first assumed, and our options correspondingly broader."¹⁵ If this is indeed true, a policy of expediency is foolish because the "presumed urgency of preservation puts us in some danger of proceeding without having fully assessed the priorities and possibilities."¹⁶ Expediency fosters reactionary behavior, which, by some, may be interpreted as "proactive,"

but, as Peter M. Senge points out in his impressive book on systems thinking:

[A]ll too often, "proactiveness" is reactivity in disguise [author's italics]. If we simply become more aggressive fighting the "enemy out there," we are reacting—regardless of what we call it. True proactiveness comes from seeing how we contribute to our own problems [author's italics]. It is a product of our way of thinking, not our emotional state.¹⁷

Modified to take condition into account, the collection-based, "vacuum cleaner" approach to selection evolved into a more acceptable, less reactionary method over time.¹⁸ Still, a large percentage of the titles selected for microfilming within a given collection are of very low use; while circulating titles, by and large, are not being microfilmed, or, by extension, not being added to the nationally developed collection of microfilm masters.¹⁹ It is exceedingly odd that what receives little use in our research collections is considered "nationally" important enough to microfilm as part of the national brittle books program. Yet, at the same time, materials that *are* used are, in effect, deemed *insignificant* contributions to the national brittle books program by virtue of the decision *not* to microfilm them.²⁰ In doing so, preservation and collection development professionals imply that materials that are used are somehow inferior to what remains on the shelf. Regrettably, what results is an incoherent, misguided approach to preserving valuable scholarly materials simply because they are currently of use to today's researchers.

Ironically, the argument that little-used materials are precisely the ones most appropriate for microfilming may justify local decision-making for today's research needs, but that argument does nothing to address the needs of future scholars.²¹ Following Ross Atkinson's

proposition, researchers of the future will have class 3, low-use materials at their disposal because they were preserved on microfilm, but class 2, high-use materials may never have been considered for a long-term preservation decision because the libraries' local decision was to photocopy and bind them instead. It isn't clear exactly *when* or even *if* the high-use items will ever receive a long-term preservation decision as part of our national brittle books program. Only a tacit assumption prevails that these materials will be preserved eventually, and the issue is left at that. In fact, it is quite possible that funds may disappear before today's high-use materials are ever preserved for future scholars.

The fact is, use *does* generate thousands of brittle materials in need of preservation in many of the large academic research libraries in the country every year.²² What is alarming is that many of those volumes, for which no replacements exist, sit in backlogs for years, or only receive the cheapest, most inconsequential treatment available, e.g., some kind of wrapping or enclosure, before being returned to the shelf for further deterioration.²³ A few libraries with large enough budgets are choosing to reformat these materials, but, by and large, the method of reformatting is preservation photocopy (similar to Atkinson's prescription for level 2 collections, it seems), not preservation microfilming, i.e., short-term preservation, not long-term preservation. While photocopying may serve a local preference, on a national scale, in deference to the long-term preservation and access that our national brittle books crisis is built upon, what long-term preservation benefits can the future scholar derive from a photocopy? Photocopied books become damaged through handling and may get lost, stolen, or mutilated. For that reason, preservation photocopying is more like a replacement choice than a preservation option. Is it sensible to be ignoring the clues that

today's scholars and researchers are giving us about what is important to their research? Is it prudent to defer the long-term preservation decision? Why not use those clues now to contribute to the national preservation microfilming effort *and* to make a separate, local decision to photocopy, or wrap, materials and return them to the shelves at the same time?

Two arguments are lodged by critics against use as a method of selection for preservation microfilming projects. One argument states that not everything that is used can be deemed worthy of preservation. The other claim is that such a selection method would result in a hodge-podge of unrelated materials. The former argument is no more than a specious observation, easily resolved by a subject specialist's review. Not surprisingly, respondents to a recently conducted survey aimed at eliciting information specifically about procedures for processing brittle materials identified through use mechanisms, reported overwhelmingly that materials identified for microfilming through use, like their collection-based counterparts, were *always* reviewed by subject specialists before a preservation decision was made.²⁴ And all respondents answered "no" when asked specifically if items were preserved simply because they had been used.²⁵ Moreover, some respondents indicated that items selected through use were given a more thorough review than those reviewed for collection-based preservation projects.²⁶

In discussing Ogden's "condition and use" method of selection for preservation, Atkinson agrees that such an approach could represent a complementary system of cooperation, but renounces it on the grounds that if institutions based their selection decisions upon local decisions alone, the net result could be "an uncoordinated and randomly developed national collection."²⁷ This may be true if use were adopted as the sole method of selection, but not if use were employed in

tandem with a collection-based approach. A supplemental scheme would be purely complementary.

There are other reasons not to rely solely on a collection-based approach to preserve our national heritage. Although many strong collections exist in the major research libraries of this country, and although it is tempting to believe that one strong collection is sure to have most of what's important in a given subject, these assumptions provide false confidence.

Although many strong collections exist in the major research libraries of this country, and although it is tempting to believe that one strong collection is sure to have most of what's important in a given subject, these assumptions provide false confidence.

Even our basic texts tell us that "[t]here is no such thing as a typical university library collection. . . ."²⁸

The history of collection development in academic libraries in the United States attests to an inconsistency in book selection and a lack of coherent selection policies, especially during the period 1850 to 1940, which is also the most significant period for most preservation microfilming projects. Up until the end of the nineteenth century, American university libraries were considered feeble: "[R]egular book budgets were tiny or nonexistent; the collections were almost exclusively the result of more or less chance gifts; [and] teaching was by textbook. . . ."²⁹

Not until the 1920s did American university libraries begin to grow significantly, as a consequence of increased book funds.³⁰

Further, according to J. Periam Danton, as American libraries were built well into the twentieth century, collection development was done 100 percent by the faculty, rather than the library and resulted in "what is, possibly, the most serious criti-

cism of present American practice, namely the largely uncoordinated nature of the selection and resulting collections."³¹ Pointing out the vagaries of such practice, Danton continues: "The majority of titles in the book stock of the typical American university library are there as a result of scores of thousands of individual, uncoordinated, usually isolated decisions, independently made by hundreds of faculty members."³²

Such practice was part of a philosophy that was "based upon the premise that the books for the library should be selected primarily by members of the teaching staff, since it is they who best know," a philosophy supported strongly by ALA and ACRL.³³ One of the disadvantages to such a collecting policy, says Danton, is that it produces unbalanced collections because of the tendency by faculty to "purchase books on a personal-interest basis."³⁴ Danton recalls two "true-life" examples, one of the "philosopher in a major university who firmly and honestly believed that little in post-Kantian philosophy was worth studying or reading" and "ordered almost no philosophy books on the nineteenth or twentieth centuries;" and another of a political scientist who specialized in Central Europe at another major university, but "[b]ecause he disliked what he knew of German political theory, he consistently refused to buy any books in the German language in his field."³⁵ To illustrate such gaps further, Danton cites the results of the Waples-Lasswell study conducted in 1936 of 500 English, French, and German social sciences titles, compiled by specialists and deemed of primary importance. The study found that "Harvard held 63 percent, and the universities of Chicago, California, and Michigan, 49, 40, and 31, respectively."³⁶

In addition to the gaps that result from personal-interest purchases, collections also suffer from extensive buying in narrow specialty areas in which faculty "have left behind them accumulations of

books that will be little used by anyone else."³⁷ Not until the 1950s did American university libraries collectively begin to take control of the building of their library collections.³⁸

Over the years, retrospective development and weeding of collections in American university libraries has redressed some imbalances. However, recent experience bears out the results and observations of Danton's study. For example, the American Philological Association's (APA) microfiche project to preserve the most important titles in the literature of the classics was predicated on the comprehensiveness of the classics collection at Columbia University Libraries. During the course of the project participants discovered that Columbia lacked over thirty percent of the titles considered most important by the project's editorial board of classicists.³⁹ Margaret Child cautions against full reliance upon the collections approach to preservation, using the APA project as an example. She says that "simply filming a single strong collection is insufficient to provide the 'representative collection.'"⁴⁰ She points out further that, in addition to the thirty percent of titles lacking in the Columbia classics collection for the APA project, "A preliminary check of a sample of 100 titles not found in the Columbia libraries against their NUC [National Union Catalog] records showed that no library reported having more than 53 of them."⁴¹

Using samples compiled from multiple bibliographic sources, RLG verification studies conducted in the 1980s measured collection strengths in a number of subject areas among RLG institutions. Its purpose was to evaluate collection strengths among member libraries for the purpose of comparison.⁴² The data the studies provide indicate a wide range of collection strengths among RLG libraries when measuring absolute titles in a given subject area. For example, the verification study for French literature shows that percentages of holdings for the 1,000 mono-

graph and serial titles in the sample ranged between sixteen and sixty-two percent among the participating member libraries. The report's remarks indicate that "(1) thirty-one items were held by all institutions; (2) one hundred twelve were not held by any; (3) seventy-four items were held uniquely. . . ."43 This particular study indicates quite vividly the case in point: significant gaps can and do occur within even the top research libraries in the country. Some verification studies in other subject areas showed equally dramatic results, while others did not. However, in all cases, it is abundantly clear that no one collection has everything.

There are other reasons to explore the idea of supplementing the collection-based approach. Ogden argued strongly for an approach based on "condition and use" to hasten the preservation of embrittled materials and allow greater participation by research libraries. He writes: "Every institution could make a contribution to the total effort by preserving titles whose local use and embrittled condition warrant action. Broad participation could be encouraged by establishing a funding program to supplement library commitments with outside resources."⁴⁴

Jan Merrill-Oldham makes a similar observation:

The Research Libraries Group project model has paved the way for stepping up efforts to film brittle books by subject. A complementary approach to preservation microfilming by subject is microfilming driven by workflow. . . . I envision a pool of money available for the filming of any title identified by any library that has demonstrated the ability to conduct a full bibliographic search for availability, to inspect filmed items according to established standards, and to create appropriate bibliographic records. In this way we can truly share the

burden of addressing the brittle books crisis, while fulfilling local responsibilities.⁴⁵

Both Ogden and Merrill-Oldham initially made the above remarks at a meeting of the Association of Research Libraries (ARL) in October 1988. Yet, years later, an organized approach based upon use-generated titles has never been pursued. More recently, in 1990, Martin Runkle alluded to the same idea at a preconference of the ALA:

I wish that we could find a way to fund the microfilming of titles that are randomly identified as microfilming candidates in many libraries across the country—identified either through use or through systematic review of the collections. . . . There should be a way to structure a program in which some defined, but relatively large, group of libraries could conveniently send off their embrittled copies to be microfilmed, at no cost to the library. The library could be responsible for searching the titles first for the existence of preservation copies, at least in the major databases. Such a program would complement, not replace, other approaches.⁴⁶

Whether to ensure the long-term preservation of important titles omitted from collection-based microfilming projects or to spread the responsibility of preservation microfilming more equitably among libraries, use-based preservation microfilming as a component of the national brittle books effort is consistent with the philosophy of a national initiative: to preserve and make accessible embrittled research materials for future scholars. It is time to reconsider the preservation strategy that says only volumes identified as part of a collection are worth preserving and adding to the national collection of microfilm masters. A deliberate and co-

herent strategy for the long-term preservation of used materials—that matches the same degree of preservation extended to whole collections—is overdue.

Notes

1. Harold Billings recently wrote, "The single most important challenge in the preservation process is selection." See his "The Information Ark: Selection Issues in the Preservation Process," *Wilson Library Bulletin* 68 (Apr. 1994): 35. Also see Margaret Child's remark that, "Ultimately, the success or failure of late twentieth-century efforts to preserve our intellectual heritage will be judged by how well what we decide to save meets the needs of the future," in her "Selection for Preservation," in *Advances in Preservation and Access*, ed. Barbara Higginbotham (Westport, Conn.: Meckler Publishing, 1992), 147.

2. Paula De Stefano, "Use-based Selection Survey," summer 1994. Responses to this author's recent survey indicated that 30 out of 35 preservation administrators believe that microfilming brittle books identified through use contributes to the national effort to preserve brittle books. A query of the ShaRES members of the Research Libraries Group (RLG) during spring 1994 by Carol Ann Hughes, ShaRES representative for RLG, indicated that the membership preferred use over other types of selection methods for materials to be held in the form of digitized records. I am indebted to Carol Ann Hughes for sharing this information with me.

3. F. Gerald Ham, "The Archival Edge," *American Archivist* (Jan. 1975): 2. Ham's discussion of the lack of acquisition guidelines in archives parallels a similar lack of selection guidelines for preservation microfilming.

4. Margaret Child, "Selections for Preservation," 153. A survey of 35 research libraries confirms this: 31 of the 35 reporting preservation administrators indicated that damaged or deteriorated materials were routinely identified at service points within their libraries for some kind of remedial treatment. De Stefano, "Use-based Selection Survey."

5. Thomas S. Kuhn, *The Structure of Scientific Revolutions*, 2d. ed. (Chicago: Chicago Univ. Pr., 1970), 23.

6. "Selection for Preservation of Research Library Materials," Commission on Preservation and Access Report (Washington, D.C.: Commission on Preservation and Access, Aug. 1989), 3. Most notable among bibliographic approaches to selection has been the approach employed in the American Philological Association microfiche project in which an editorial board of seven scholars selected the materials for preservation. See Bagnall and Harris, "Involving Scholars in Preservation Decisions: The Case of the Classicists," *Journal of Academic Librarianship* 13 (July 1987): 140-46.

7. A report produced by the ARL Working Group on the Review of the NEH Preservation Program states that "Librarians believe there needs to be eligibility for other selection models that identify important endangered materials that go beyond the subject-based approach." This report refers directly to the need "to also receive funding to preserve the brittle [books that] have circulated." The report directly refers to this method of identification as "use-based" selection . . . and notes the need "to more easily fill in gaps for areas already filmed." Furthermore, the Working Group's Recommendation #3 states that NEH should supplement the subject-based approach to selecting materials for microfilming with "selection based on use and additional methods. . . ." Association of Research Libraries, "Report of the Association of Research Libraries, Working Group on the Review of the NEH Preservation Program" (Washington, D.C.: ARL, May 1993), 10-11.

8. "Selection for Preservation of Research Library Materials," 3.

9. Kuhn observes that agreement further cements a paradigm's acceptance in *The Structure of Scientific Revolutions*, 27.

10. Kuhn, *The Structure of Scientific Revolutions*, 24-25.

11. George F. Farr Jr., Director, Division of Preservation and Access, National Endowment for the Humanities, telephone conversation with author, September 22, 1994. (Volumes filmed are also reported in NEH's annual report.)

12. Ham, "The Archival Edge," 6. I am indebted to Ham's connection between the idea of quantity and competition versus the advantages of quality and cooperation as they relate to the acquisition of archives materials.

13. Barclay Ogden has written that the notion that "all brittle paper is in danger of imminent disintegration" is "mostly false." See "Preservation Selection and Treatment Options," in *Minutes of the 111th ARL Membership Meeting* (Washington, D.C.: Association of Research Libraries,

1988), 38-39; Louis Charles Willard refutes the basis of the national preservation program because it is founded largely upon the fallacy of overstated percentages of brittle volumes existing in the nation's research libraries. "Brittle Books: What Order of Preservation," *Microform Review* 20:1 (Winter 1991): 24.

14. Dan C. Hazen, "Preservation in Poverty and Plenty: Policy Issues for the 1990's," *Journal of Academic Librarianship* 15 (Jan. 1990): 345, no. 3; see also Barclay Ogden's redrawn graph of Barrow's semi-log graph, in "Preservation Selection and Treatment Options," 39, and compare with W. J. Barrow, *Permanence/Durability of the Book: A Two-Year Research Program* (Richmond, Va.: W. J. Barrow's Research Laboratory, 1963), 40, fig. 3.

15. *Ibid.*, 345.

16. *Ibid.*, 346.

17. Peter M. Senge, *The Fifth Discipline: The Art and Practice of the Learning Organization* (New York: Doubleday/Currency, 1990), 21.

18. Child, "Selection for Preservation," 152. Child does a superb job at defining selection methods and their evolution.

19. De Stefano, "Use-based Selection Survey." Responses to this survey indicate that 23 of 35 preservation administrators surveyed reported backlogs of brittle books in their institutions. Further, only 14 of the 35 institutions surveyed have a preservation microfilming program in place for brittle books identified through use. And most of these 14 institutions report very little filming: a total of only 4,744 volumes were filmed last year, out of 18,981 brittle books identified through use. Instead of microfilming, many more are photocopying brittle books, or simply providing some kind of protective enclosure for brittle books. Others restrict use of their brittle materials in backlogs.

20. *Ibid.* When asked why microfilming of brittle books identified through use had decreased or ceased, most respondents answered that photocopying was the preferred reformatting option in their institution.

21. Ross Atkinson, "Selection for Preservation: A Materialistic Approach," *Library Resources and Technical Services* 30 (Oct./Dec. 1986): 347.

22. De Stefano, "Use-based Selection Survey." Among the 35 libraries responding to this survey, 31 reported that an aggregate of 18,981 embrittled volumes were identified last year when returned to circulation, or at some other service point in their libraries.

23. *Ibid.* After photocopying, the second most common treatment cited for brittle books, among the libraries responding to this survey, involved some kind of protective enclosure.

24. *Ibid.* According to this survey, all of the research libraries with active preservation microfilming programs for brittle books identified through use reported that these materials were always reviewed by a bibliographer before microfilming.

25. *Ibid.*

26. *Ibid.*

27. Ogden, "Preservation Selection and Treatment Options," 38-42; Ross Atkinson, "Preservation and Collection Development: Toward a Political Synthesis," *Journal of Academic Librarianship* 16 (May 1990): 101.

28. Dorothy Broderick and Arthur Curley, *Building Library Collections*, 6th ed. (Metuchen, N.J.: Scarecrow Press, 1985): 47; Paul Metz and Bela Foltin Jr. recently stated that, "It is generally conceded that even the best collection development programs will have gaps, so that works of potential value in a number of areas will simply not be acquired," in "A Social Appearance of Madness—or, Who's Buying This Round? Anticipating and Avoiding Gaps in Collection Development," *College & Research Libraries* (Jan. 1990): 33.

29. J. Periam Danton, *Book Selection and Collections: A Comparison of German and American University Libraries* (New York: Columbia Univ. Press, 1963), 13.

30. *Ibid.*, 88-89.

31. *Ibid.*, 34-35; 74.

32. *Ibid.*, 74.

33. *Ibid.*, 35; 77.

34. *Ibid.*, 69. This comment brings to mind Roger Bagnall's reported experiment during the APA project. When five members of the editorial board for that project were given two shelves to review for preservation, "[t]he scholars differed significantly on the number of titles recommended for preservation." See Bagnall and Harris, "Involving Scholars in Preservation Decisions," 145.

35. Danton, *Book Selection and Collections*, 72.

36. *Ibid.*, 75.

37. *Ibid.*, 77, n. 121.

38. *Ibid.*, 80-82.

39. Roger Bagnall, "Who Will Save the Books? The Case of the Classicists," *The New Library Scene* 6 (Apr. 1987): 17.

40. Margaret Child, "Further Thoughts on 'Selection for Preservation: A Materialistic Approach,'" *Library Resources and Technical Services* 30 (Oct./Dec. 1986): 357. Here Child is responding to Ross Atkinson's "Selection for Preservation: A Materialistic Approach," *Library Resources and Technical Services* 30 (Oct./Dec. 1986): 341-43, especially his assertion that the "only one practical method for a large scale cooperative preservation program that has any chance of success and that is to begin to build the program not around subjects but rather exclusively around subject collections in place" (Child, 349).

41. *Ibid.*, 357. Here Child is citing Roger S. Bagnall, "A Model Microfilming Project for the Classical Studies, RV-20030-84," *First Annual Performance Report* (June 1, 1984-May 31, 1985): 3. Unpublished report to the National Endowment for the Humanities.

42. Paul Mosher, "The Nature and Uses of the RLG Verification Studies," *College and Research Libraries News* 46 (July/Aug. 1985): 336-38.

43. Annette Melville, "Verification Studies; Statistical Summaries," (report by the Research Libraries Group, March 30, 1989). The report indicates that the verification study for French literature was originally conducted in 1983 and included the following institutions: University of California at Berkeley, Brigham Young University, Brown University, Colorado State University, Columbia University, Cornell University, University of California at Davis, Dartmouth University, Indiana University, Iowa University, Johns Hopkins University, Library of Congress, Michigan University, New York Public Research Library, New York University, Northwestern University, University of Oklahoma, Penn State University, University of Pennsylvania, Princeton University, Stanford University, Temple University, and Yale University.

44. Ogden, "Preservation Selection and Treatment Options," 41.

45. Jan Merrill-Oldham, "The Preservation Program Defined," in *Minutes of the 111th ARL Membership Meeting* (Washington, D.C.: Association of Research Libraries, 1988), 23-24.

46. Martin Runkle, "Preservation Programs, Past and Future." (Paper presented at the Association for Library Collections and Technical Services Preconference, "Preservation Issues in Collection Management," June 22, 1990.)

Letter

A (Friendly) Comment (or Observation) on One (Recent) Article

To the Editor:

Joy Tillotson's article, "Is Keyword Searching the Answer?" (*C&RL* 56 [May 1995]: 199-206), reminded me of the project I did many years ago for the Demonstration and Research Center for Early Education, George Peabody College, Nashville, Tennessee. I called it augmented-KWIC. It consisted of rewording the titles to include in parentheses words that searchers might be looking for. Tillotson's title might have become: "Is Keyword (subject vs. controlled vocabulary) searching (in online public access catalogs) the (useful) Answer?"

At Peabody College much of the material was preprints and drafts. This approach led to the discovery that many articles were lacking in essential details concerning the subjects studied. This lack of detail was also quite noticeable in the published literature when approached from the same viewpoint.

Of course, it is easy now for computer programs to suppress the added words when printing out the citations, if that is desired.

Robert H. Stone
Lebanon, Tennessee



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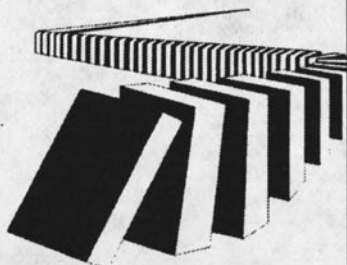
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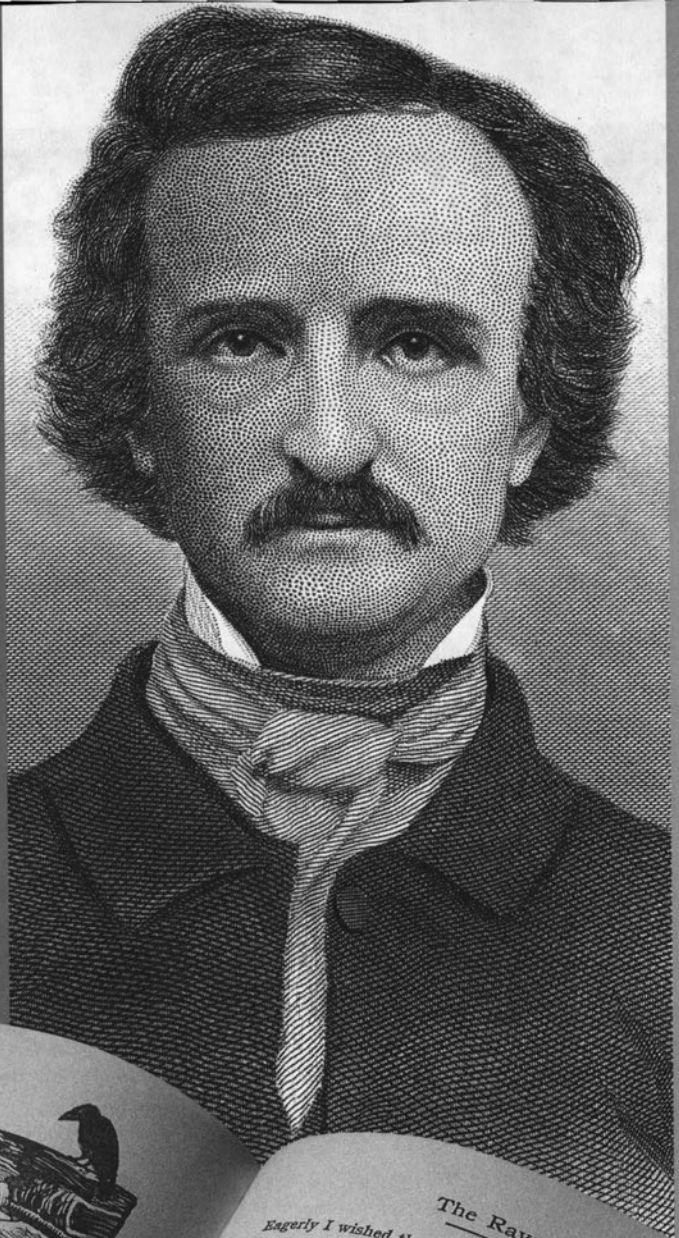
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The Raven

Upon a midnight dreary, while I pondered,
weakened, weak and weary,
many a quaint and curious volume of
rapping, suddenly there came
a tapping, rapping at my chamber door—
"Tapping at my chamber door—
this and nothing more."
In the bleak December,
when its ghost

The Raven

Eagerly I wished the morrow;
vainly I had sought to
borrow
From my books surcease of sorrow—sorrow for the
lost Lenore,
For the rare and radiant maiden whom the angels
name Lenore,

Nameless here for evermore.
And the silken sad uncertain rustling of each purple
curtain
Thrilled me, filled me with fantastic terrors never
felt before;
So that now, to still the beating of my heart, I stood
repeating:
"Tis some visitor entreating entrance at my cham-
ber door—
Some late visitor entreating entrance at my cham-
ber door;

presently my soul grew stronger
longer,
"Sir," said I, "stand
This it is and

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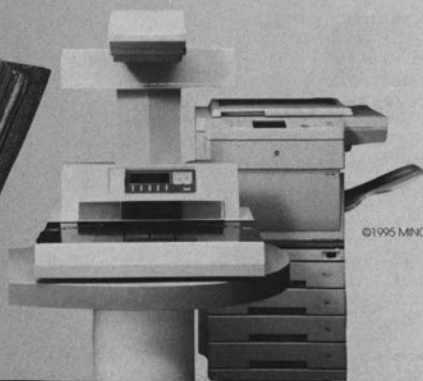
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The Vertical File: Retain or Discard?

Evelyn Payson

Should academic libraries maintain vertical files in an era of increased competition for scarce library resources? This study discusses the costs and benefits of vertical files and analyzes the results of a survey sent to 171 academic libraries at four-year, nondoctoral campuses in six midwestern states in the summer of 1993. Vertical file practices at the 139 responding libraries varied greatly. The libraries with no vertical files and those with large and active files were significantly more satisfied with their current policies than other libraries with infrequently maintained files.



o have, or not to have a vertical file: that is the question. Is a public access vertical file collection worth having? If a library chooses to have one, how much care and attention does it merit, and what sort of care and attention? How does one balance the costs and benefits of the file? In a technological and computerized era, does it still make sense to have a vertical file?

This article examines both the benefits and the burdens of possessing and maintaining a vertical file. While the article does not offer definitive recommendations about having a vertical file, it does conclude that if a library is to be satisfied with its vertical file, it must allocate sufficient staff time and material resources to maintain it well. This paper surveys what has been written about vertical files over the past fifteen to twenty years and presents the results of a survey conducted by the University of Wisconsin-Whitewater on current vertical file practices in libraries and their perceived success.

Literature Survey and Background

For the past several decades, academic librarians have devoted little time to asking or answering the fundamental questions about having a vertical file.¹ Most authors are firmly committed to maintaining the traditional vertical file and have extolled its virtues without seriously questioning its existence.

Vertical files tend to become little-used backwaters of librarianship, tucked away in quiet corners, peaceably aging and decaying. Still true today is Josephine Schneider's statement of 1951 that "often librarians give this part of the collection very little thought, sometimes because of lack of time, but more often because they are not interested in such material and they fail to see the values of it."² Comments in response to the survey such as "The vertical file is the lowest priority on my job description as Public Services Librarian," and "No one on my staff has cared enough in many years to work with the V.F. collections" indicate that vertical files are definitely not a top priority for many librarians.

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Importance of Vertical File Materials

Despite the lack of interest in vertical files, some librarians have recognized the importance of pamphlets and related materials. Mimi Gronlund summarized the benefits of pamphlets thus:

Pamphlets offer unique and important advantages. They can provide information on current subjects before that information is available in books . . . Pamphlets offer a concise presentation of information that may be more appropriate for the library patron than a book.³

Shirley Miller thought the advantages were so great that "For your investment of time and money, you will get a return great enough to turn a Wall Street speculator green with envy."⁴

With the volume of pamphlets and other grey material ever growing and the amount of available staff time ever shrinking, the question of whether to maintain a vertical file becomes increasingly important. As Barbara Allen points out:

Ours is truly an information age . . . Much of this information is published in looseleaf, pamphlet, booklet or newsletter format—items libraries traditionally do not add to their permanent collections. Yet such information sources are not just ephemeral in nature; they contain data not found elsewhere in the library, which make vital contributions to academic research and must therefore be made available to patrons.⁵

Several authors have commented on the value of nonconventional material for current information. Susan Lovenburg and Frederick Stoss state: "Few sources are as good when one wishes to understand all the sides of a controversial issue."⁶ Marc Levin declares, "Often literature issued by policy research organiza-

tions is the only source of independent information that objectively evaluates important policy questions."⁷ Peter Allison remarks that vertical file material "digests and summarizes knowledge for busy decision makers."⁸

Several of the respondents to the current survey echoed these views. One wrote, "The file is exceedingly useful for contemporary topics and topics of interest to this college, e.g., women's issues, justice issues. It is particularly useful for keeping information about these topics which are not often or well reported in standard information sources."

Lack of Academic Esteem

Despite the value of the information it contains, even a well-maintained and accessible vertical file may not be heavily used. Many faculty tend to regard refereed journal articles or university press books as more acceptable sources for student papers than policy papers or technical reports. In 1981 Tom Hodgson and Andrew Garoogian described the "basic indifference" to pamphlets which were "seen as lacking in 'scholarly virtue'."⁹

Librarians themselves tend to shun the vertical file and see vertical file work as professionally counterproductive. Julie Still stated that "Librarians are reluctant to take on responsibility for the VF because it is not perceived as a stepping-stone to success," possibly because "the vertical file is perceived as a low-tech tool in a high-tech world."^{10,11} Respondents to the survey reported here supported her view with comments like "Students attracted to bells and whistles of technology view vertical files as outdated," or "Our students do not tend to like to use the vertical file because it does not have the appeal that computers do."

Processing Problems

Another reason librarians do not make more use of grey literature is that major problems arise in handling it. These problems have existed for decades, but they

grow more acute as librarians wrestle with dividing ever more scarce resources among a constantly increasing range of programs.

Finding sources for material can be difficult. Standard publications such as the *Vertical File Index* list only a portion of the useful pamphlets. Scanning journals and newspapers to find references to potentially valuable material is time-consuming and laborious. Providing balanced points of view in vertical files is difficult or impossible. Often vertical file material is created by groups that take strong positions and consequently produce biased publications. For instance, during the 1970s and 1980s the South African government produced much of the readily available material on apartheid.¹²

Acquiring and processing vertical file material is difficult. Ordering units at many libraries are reluctant to process small orders and require hard-to-obtain detailed bibliographic citations. Few catalogers want to handle vertical file materials. Cataloging problems arise frequently, and cataloging copy is often not available. Most items are as brief as journal articles, making it difficult to justify the time needed for cataloging. Consequently, catalogers often view vertical file items as low priority and relegate them to backlog shelves for years or even decades.

Access to Vertical File Material

If vertical file material is not cataloged, alternate means of making it accessible must be employed. The most common means of providing access to a vertical

file collection is, and has been, a file of subject cards. However, maintaining one is time-consuming and patrons often do not or cannot use it to find the information they seek. As one of the surveyed librarians wrote, "There are treasures to be found, but access is not good."

Some libraries have tried other ways of making material accessible. Joy Thomas at California State University Library, Long Beach, reported success with preparing printed lists of pamphlet file subject headings.¹³ The Alexandria campus of Northern Virginia Community College reported success with integrating pamphlets into the collection by placing them in suitably labelled Princeton files in the proper location on the shelves.¹⁴

Adding pamphlet subject headings to the online catalog has proven successful at a number of libraries, including the University of Utah Health Sciences Center Library.¹⁵ Several of the surveyed libraries have begun this practice. One of them wrote of the "great improvement in access achieved by creating one online OPAC record for each folder (subject)." When the University of Wisconsin-Whitewater created NOTIS online catalog records for pamphlet folder headings, vertical file use more than tripled, as table 1 indicates.

The 139 respondents to the current study indicated that they made pamphlet material accessible in a variety of ways. Most of the thirty-seven libraries without vertical files cataloged a few important pamphlets and discarded the rest. Of the 102 with vertical files, most provided subject heading access, either through a separate file or by incorporating them into a

TABLE 1
UW-Whitewater Vertical File Circulation Statistics
(Broad Subject Headings Entered Online, 1992-93)

1989/90	1990/91	1991/92	1992/93	1993/94
2,191	1,899	1,768	3,508	5,989

main catalog. A few libraries provided no external finding aids. Two of the surveyed libraries provided users with listings of the actual items in the vertical files, one in paper format, one online. Both felt these efforts were useful.

Keeping Vertical Files Current

After vertical files have been created, they lose value rapidly unless they are weeded. Thomas declares, "Unless a vigorous, consistent weeding policy is pursued, it [the vertical file] can quickly become clogged with out-of-date material.

Pamphlets stating that someday mankind may land on the moon or discussing sexually transmitted diseases without mentioning AIDS do not belong in the vertical file. . . .

This discourages students who seek information on a current development and assume that a preponderance of old pamphlets signifies the absence of new data."¹⁶ Pamphlets stating that someday mankind may land on the moon or discussing sexually transmitted diseases without mentioning AIDS do not belong in the vertical file unless they are being kept for their historical value.

Literature Summary

Judging from the literature, the answer to the question of whether a vertical file is truly worthwhile is no clearer than it

was in 1981 when Hodgson and Garoogian stated that "an ambivalent feeling still persists among academic librarians towards the value of pamphlet collections in college libraries."¹⁷ Although many librarians regard the material as valuable, it is difficult to handle and make accessible, and doubts about its merit persist.

Survey

In the summer of 1993, the author prepared a questionnaire and sent it to the 171 academic libraries with 60,000 or more volumes at four-year, nondoctoral campuses in Illinois, Indiana, Iowa, Michigan, Minnesota, and Wisconsin. The goal of the survey was to learn how libraries were actually handling vertical files and how satisfied they were with their current practices. Of the 171 libraries surveyed, 139 replied, for a response rate of 81 percent. Thirty-two of the 139 were at public institutions and 107 at private. Two libraries had two distinct vertical files and submitted responses for both; each response was treated as a separate vertical file. Two of the 139 responding libraries indicated that they were in the process of changing procedures and could not complete the questionnaire. Approximately three-fourths (102 of 139 or 73.4%) of the responding libraries had a vertical file, while 37 (26.6%) did not.

Libraries without Vertical Files

Libraries which do not have vertical files are confronted with the problem of what

TABLE 2
Libraries without Vertical Files:
Satisfaction with Handling of Pamphlets and Similar Materials

	Number (N=33)	Percent
1. Very Satisfied	13	39.4
2. Moderately Satisfied	9	27.3
3. Neutral	6	18.2
4. Not Very Satisfied	2	6.1
5. Not at All Satisfied	3	9.1

to do with pamphlets and ephemera. Most material is discarded or not collected, although over half of the libraries responding (21 of 37, or 57%) indicated that they did catalog some pamphlets or ephemera. Survey comments included, "If it is worth having, it's worth cataloging," "Catalog or discard," and "Catalog (or don't collect if not substantial)."

Most of the libraries without vertical files are satisfied with their present practices, as table 2 indicates. On a 1 to 5 scale of satisfaction with their handling of materials that might be included in a vertical file, the average score was 2.18.

Three-fourths of the libraries (27 of 36 responding) had once had a vertical file but decided to discontinue it, while the others had never started one. Twenty-five (69%) of the libraries were not interested in starting or reinstating a vertical file. When given a list of reasons for not having vertical files, 32 of the 37 responding libraries (86%) said a vertical file was too time-consuming; 25 (68%) believed it wouldn't be used enough; 19 (51%) thought the information was readily available elsewhere; and 16 (43%) didn't think they had the resources to start and maintain one.

Comments from several libraries reflected their opinion that not having a vertical file was a wise decision. One respondent wrote that the staff "found low use relative to the effort needed to collect, categorize and maintain." Another described the vertical file as "not cost effective," and a third provided three reasons for not having a vertical file: "(1) too labor intensive, (2) can be rip[ped] off too easily, [and] (3) outdated idea."

Other libraries would welcome a vertical file if it proved feasible. "I am not happy with the status quo, but am at a loss on how to proceed without unduly tying up staff and resources," wrote one

TABLE 3
Vertical File Size

Size Range	Libraries (N=91)	% of Libraries
1-500	13	14.3
501-1,000	12	13.2
1,001-2,000	13	14.3
2,001-5,000	21	23.1
5,001-10,000	20	22.0
>10,000	12	13.2

library director. Another librarian commented that "A vertical file would be a nice thing if we could really keep it up—there's just not enough time. And now staff time is deluged with new technologies—CD-ROMs, online searching, etc. Too much new to learn—no time for old technologies that may have been useful."

Libraries with Vertical Files

Libraries with vertical files reported widely diverse situations and policies. Some libraries had small, single-purpose files such as corporate annual report collections. Other libraries had large and actively maintained files, while still others kept previously established vertical files without maintaining them.

Libraries with vertical files indicated less satisfaction with their current practices than those without. However, the libraries with the largest vertical file collections or the highest number of additions were approximately as satisfied as those without vertical files.

Size and Activity of Vertical Files

The sizes of the vertical files at the reporting libraries varied enormously. The smallest contained only a few hundred items, the largest 54,000. The distribution shown in table 3 appears to be roughly logarithmic.

While most libraries gave vertical file size in terms of items, several used file folders or drawers as their units. For purposes of the survey, one file folder was

TABLE 4
Annual Vertical File Additions

Number Added	Libraries (N=86)	% of Libraries
0-50	18	20.9
51-100	20	23.3
101-250	18	20.9
251-500	13	15.1
>500	17	19.8

assumed to contain ten items; one file cabinet drawer 250.

Like the number of items in the vertical file, the number of items added per year varied widely. Again, as shown in table 4, the distribution appears to be approximately logarithmic.

Withdrawal data were contradictory and difficult to interpret. Most libraries (83 of 98 or 84.7%) reported that they kept material for fewer than ten years, but the actual withdrawal figures were far too small to support their claims. Only 37 percent of the responding libraries withdraw more than 100 items a year. The discrepancy may result from the difference between ideal and actual practices or from the tendency to weed on a multiyear cycle.

Type of Material in Vertical Files

Most vertical files contained a variety of

types of material, as table 5 shows. The most commonly used formal selection tools were the *Vertical File Index*, the government's *Consumer Information Catalog*, and the *Educator's Guide to Free Materials*. No selection tools were used at 29.4

percent of the libraries with vertical files (30 of 102); 21.6 percent (22 of 102) used more than one selection tool.

Acquiring vertical file materials that were not free was difficult for many libraries. Fewer than half (46 of 102) of the libraries with vertical files (45.1%) reported purchasing any vertical file material, and only six (5.9%) purchased more than ten percent of the items they added. One surveyed librarian commented, "If something is not free, we don't bother with it." Over 85 percent of libraries (87 of 102 with vertical files) did not report having any formal vertical file budget. A few libraries commented that they could pay at least some of the postage costs involved in acquiring free items but could not purchase vertical file material. Similar findings appear in the literature. Allen noted that "many managers of information files have to operate on zero bud-

TABLE 5
Types of Material Collected in Vertical Files

Type of Material	Number Collecting (N=99)	Percent Collecting
Pamphlets	94	94.9
Maps	76	76.8
Travel/Tourist Material	76	76.8
U.S. Govt. Documents	64	64.6
Newspaper Clippings	60	60.6
Periodical Articles	57	57.6
Other Govt. Documents	50	50.5
Technical Reports	37	37.4
Pictures/Photographs	36	36.4
Other: Corp. Annual Repts.	19	19.2
Other: Misc.	30	30.3

gets."¹⁸ Juleigh Clark found that 31 of 33 responding libraries in South Carolina did not have vertical file budgets, although eight were able to purchase material from the book or supply budget.¹⁹

Personnel

Professionals do most of the vertical file work at the surveyed libraries, with a majority of responding libraries (25 of 41) spending 25 or fewer hours per year on selecting materials. Processing material demanded considerably more time than selecting it, but over two-thirds of the libraries (30 out of 42) used 50 or fewer hours each year. Withdrawing materials consumed less time than either selecting or adding. Almost half (20 out of 41) of the libraries spent ten or fewer hours a year.

At almost all the libraries the total time spent on the vertical file was less than three hours a week. The time expended seems to have diminished since 1980 when Hodgson and Garoogian found most City University of New York (CUNY) colleges using three to ten hours per week.²⁰

Vertical File Use

Librarians tend to think that their patrons did not make extensive use of vertical file

material. When asked how heavily their vertical files were used (on a 1 to 5 scale: 1 = very, 5 = not at all) the average response was 3.15.

Thirty-two of the 74 libraries which provided annual circulation figures reported circulating 50 or fewer items, 15 circulated 51-100, 11 circulated 101-200, nine circulated 201-1,000, and seven circulated from 1,001 to 8,000.

Libraries with large or actively maintained collections were significantly more likely to think that their collections were heavily used than those with small or static collections. The Pearson correlation coefficient between size and perceived use was .4678, between number added and perceived use .4268, and between number withdrawn and perceived use .3822. All three are significant at a less than .01 confidence level. Table 6 illustrates the relationship between annual acquisitions and perceived use.

When asked "How useful do you think patrons find vertical file material?" librarians felt it was somewhat useful. The average estimate of usefulness was 2.73 on a five-point scale ranging from 1 (very) to 5 (not at all). These figures can be compared with those reported from a survey of vertical file users at the University of Evansville, where 13 of the 31 respon-

TABLE 6
Yearly Additions and Estimated Use of Vertical File (N=86)

Yearly Additions	How heavily do you feel VF is used? (No. of responses)					Mean Use Avg. Use
	1 Very	2 Moderately	3 Somewhat	4 Not Very	5 Not At All	
0-50		3	6	7	3	3.53
51-100		3	6	11		3.40
101-250	1	2	9	7		3.15
251-500		3	7	3		3.00
>500	4	5	4	2		2.27

(In addition to the cases shown above, 3 libraries did not reply to the question on estimated use, and 13 others did not give annual acquisitions figures. Two of the 13 felt the vertical file was moderately heavily used, 4 felt it was somewhat used, and 7 felt it was not very heavily used.)

TABLE 7
Collection Size and Estimated User Satisfaction

Vertical File Size	How useful do you feel patrons find VF?					Mean Usefulness Avg. Use
	1 Very	2 Moderately	3 Somewhat	4 Not Very	5 Not At All	
1-500		1	5	6	1	3.54
501-1,000	2	1	9			2.58
1,001-2,000	1	2	8	3		2.92
2,001-5,000	2	3	11	3		2.78
5,001-10,000	2	8	10	1		2.47
10,001 up	3	5	4			2.08

(Nine libraries which responded to the usefulness question did not report collection size. One of the nine felt the vertical file was very useful, two felt it was moderately useful, four felt it was somewhat useful, and two felt it was not very useful.)

dents felt that the vertical file had been very helpful, 16 that it had been somewhat helpful, and two that it had not been helpful.²¹

Again, librarians with larger or more active vertical files tended to respond more positively than those with small or inactive files. Table 7 presents the statistics for collection size; a similar pattern emerges for the number of items added annually. The Pearson correlation coefficients were significant at the less than .01 level for correlation between collection size and perceived value (.4019) and between yearly additions and perceived value (.4001). The correlation between withdrawals and perceived value (.2783) was significant at the less than .05 level.

The questionnaire asked the respondents to choose the three most valuable

types of vertical file materials. The first choice was pamphlets for beginning-level papers, followed in order by travel and tourist information, historical material and clippings, pamphlets used for more advanced papers, technical reports, and corporate annual reports.

Satisfaction with Vertical Files

Two questions assessed how satisfied librarians were with their vertical files. The first asked whether the respondents believed that the vertical file was useful enough to justify its cost in time and money, and the second asked whether the responding librarians were satisfied with their institutions' current vertical file policies.

A majority of the librarians with vertical files believed that the usefulness of the vertical file definitely or probably justified its cost in time and money, as table 8 indicates. The average rating was 2.50 on a 1 to 5 scale (1 = definitely, 5 = not at all).

Once again, the larger the vertical file collection, the more satisfied librarians appeared. Table 9

TABLE 8
Does the Usefulness of the VF Justify Its Cost?

	Libraries (N=101)	Percent
Definitely (1)	19	18.8
Probably (2)	35	34.6
Neutral (3)	30	29.7
Probably Not (4)	12	11.9
Not at All (5)	5	4.9

shows the correlation which was statistically significant at the $<.01$ level (.2771). As might be expected, the belief that having a vertical file was justified was strongly correlated with the degree to which the librarians felt it was used ($<.01$ level, .4490), and with how useful librarians thought users found it ($<.01$ level, .4921).

Librarians with large or active vertical files were also most likely to be satisfied with the current vertical file policies at their institutions, and again the correlation was statistically significant at the $<.01$ level. The average level of satisfaction with the policies was 2.55 on a five-point scale. At libraries adding over 500 items a year, it was 1.94; at libraries adding fewer than 50 items, it was 3.06. The correlation of satisfaction with both collection size (.3087) and number of items added annually (.3534) was statistically significant at the $<.01$ level.

And for the Future?

A substantial number of librarians (37.1%, 36 of 97 responding) reported that they were considering changes in their vertical file policies and procedures in the future. Sixteen of these were contemplating eliminating their vertical files, and eight were considering expanding them.

When asked to select areas of concern, a majority of the responding librarians

TABLE 9

Belief that Vertical File Is Justified

(1=Definitely, 5=Not at All)

VF Collection Size	Libraries (N=92)	Mean Response
1-500	13	3.08
501-1,000	12	2.58
1,001-2,000	14	2.57
2,001-5,000	20	2.30
5,001-10,000	21	2.33
10,001 and up	12	2.00

indicated concern about the extent of vertical file use (68.7%) and the amount of personnel time that vertical file operations demand (52.5%). Almost half (43.4%) were concerned about making vertical file information easily locatable and accessible. Table 10 indicates the areas of concern.

Conclusions

The merits of the adage that "A thing worth doing is worth doing well" are demonstrated by the survey results. Those libraries that decide not to have a vertical file and those libraries that decide to have large and active vertical files are both significantly more satisfied with their situations than the libraries that have small or infrequently maintained vertical files.

Conversely, when libraries do not spend the time necessary to build, maintain, and provide access to their vertical files, they are unlikely to be satisfied with it. As one of the surveyed librarians remarked, "It consumes a lot of time and needs much support and encouragement to be successful." The survey results seem to indicate that libraries which are unwilling or unable to commit the necessary resources might be more satisfied if they discontinued their vertical files.

Providing online catalog access to information about

TABLE 10
Vertical File Concerns (N=99)

Area of Concern	Libraries (N=99)	% of Libraries
Personnel Time	52	52.5
Materials Cost	21	21.2
Accessibility	43	43.4
Extent of Use	68	68.7
Other	16	16.2

the contents of the vertical file holds promise for increasing vertical file use.

Libraries with large or actively maintained collections were significantly more likely to think that their collections were heavily used than those with small or static collections.

While there were not enough cases where vertical file headings were added to an online catalog to draw statistically significant conclusions, it appears to work well for the libraries using it.

No clear answer exists to the question of whether it is worth having a vertical

file in the first place, provided that the vertical file is adequately maintained. On the one hand, those libraries which choose not to have a vertical file forego access to significant amounts of valuable material, much of which is not readily available except in pamphlet form. On the other hand, they save significant amounts of personnel time which can be used to provide other library services. Whether the access to additional information justifies the cost in time and money of having a well-maintained vertical file is a question for each library to weigh, considering its own situation and recognizing that halfway measures are unlikely to prove satisfactory.

Notes

1. Much of what has been written since the nineteenth century is reprinted in Michael D. G. Spencer, ed., *Readings on the Vertical File* (Littleton, Colo.: Libraries Unlimited, 1993).
2. Tom Hodgson and Andrew Garoogian, "A Special Collection in College Libraries: The Vertical File," *Reference Services Review* 9 (July 1981): 77.
3. Mimi Gronlund, "Pamphlets—A Question of Format," *Unabashed Librarian* 42 (1982): 9.
4. Shirley Miller, "Pamphlets and Clippings," in *Readings on the Vertical File*, 3. Originally published in Shirley Miller, *The Vertical File and Its Satellites*, 2d ed. (Littleton, Colo.: Libraries Unlimited, 1979).
5. Barbara F. H. Allen, "The Information File in Academic Libraries: An Unexploited Resource," *Collection Management* 16, no. 3 (1992): 53-54.
6. Susan L. Lovenburg and Frederick W. Stoss, "The Fugitive Literature of Acid Rain: Making Use of Nonconventional Information Sources in a Vertical File," *Reference Services Review* 16, no.1-2 (1988): 95-96
7. *Ibid.*, 31.
8. Peter Allison, "Stalking the Elusive Grey Literature," *College & Research Libraries News* 5 (May 1987): 244-45.
9. Hodgson and Garoogian, "A Special Collection," 77.
10. Julie Still, "The Vertical File in Academic Libraries," *Show-Me Libraries* 39 (spring 1988): 37.
11. *Ibid.*, 37.
12. David Lane, "Your Pamphlet File Supports Apartheid," *Library Journal* 115 (Sept. 1, 1990): 174-77.
13. Joy Thomas, "Rejuvenating the Pamphlet File in an Academic Library," *Library Journal* 110 (Oct. 15, 1985): 43-45.
14. Gronlund, "Pamphlets—A Question of Format," 9.
15. Maureen O. Carleton and Catherine G. Cheves, "The Vertical File Enters the Electronic Age," in *Readings on the Vertical File*, 81-89. Originally published in *Medical Reference Services Quarterly* 8, no. 4 (winter 1989): 1-10.
16. Thomas, "Rejuvenating the Pamphlet File," 43.
17. Hodgson and Garoogian, "Special Collections," 77.
18. Allen, "The Information File," 57.
19. Juleigh Clark, "The Vertical File in South Carolina Academic Libraries," in *Readings on the Vertical File*, 104-08. Originally published in *South Carolina Librarian* 31 (spring 1987): 34-36.
20. Hodgson and Garoogian, "A Special Collection," 21.
21. R. L. Abbott, "Vertical Files Still Standing Tall," *Unabashed Librarian* 72 (1989): 25-27.

Selected Reference Books of 1994

Eileen McIlvaine



his article follows the pattern set by the semiannual series initiated by the late Constance M. Winchell more than thirty-five years ago and continued by Eugene P. Sheehy. Because the purpose of the list is to present a selection of recent scholarly and general works of interest to reference workers in university libraries, it does not pretend to be either well balanced or comprehensive. A brief roundup of new editions of standard works is provided at the end of the article. Code numbers (such as AD540 and ICJ251) have been used to refer to titles in the *Guide to Reference Books, 10th ed.* (Chicago: ALA, 1986) and the *Supplement ... Covering Materials from 1985-1990* (Chicago: ALA, 1992).

Biography

Deutsche Biographische Enzyklopädie (DBE).

Ed. by Walther Killy. Munich: K.G. Saur, 1995-. v.1-. (ISBN 3-598-23160-1).

In progress, to be in 10 vols.

This encyclopedia attempts to provide brief, factual information about Germans who had an impact on the culture, intellectual development, or history of their period; it does not include those currently living. When complete, its estimated 56,000 entries will offer broader but briefer coverage than the other two standard German biographical sources: the 26,000-en-

try, 56-volume *Allgemeine deutsche Biographie* (1875-1912. AJ202), and the still in progress *Neue deutsche Biographie* (AJ207).

I did a brief comparison between the first volumes of the *DBE* and the *NDB*. The first entry in both is Hans Aachen, who gets one and a half columns in the *NDB*, with ten additional sources. The new encyclopedia gives him a brief paragraph, with one additional source (indicated by a charming icon of an open book); the additional source is an art dictionary published in 1922; the *NDB* entry is not cited. With a few exceptions for some longer, signed entries (Bach and Bismarck), only one additional source, often the *NDB*, is provided.

Most, though not all, of the entries in the *NDB* are in the newer work, while quite a few of the encyclopedia entries are not in the *NDB*. Any large library will need to add this new work for its breadth, and smaller libraries will find it a useful and convenient source.—M.C.

Religion

Bitton, Davis. *Historical Dictionary of Mormonism.* Historical Dictionaries of Religion, Philosophy, and Movements 2. Metuchen, N.J.: Scarecrow Press., 1994. 339p. \$39.50 (ISBN 0-8109-2779-4). LC 93-3592.

Historical Atlas of Mormonism. Ed. by S. Kent Brown, Donald Q. Cannon, and

Eileen McIlvaine is Head of Reference and Collections, Butler Library, Columbia University, New York, NY 10027. Although it appears under a byline, this list is a project of the Reference Departments of Columbia University Libraries, and notes are signed with the initials of one of the following staff members: Kathe Chipman, Katherine Keller, Avery Library; James L. Coen, Business Library; Mary Cargill, Olha della Cava, Robert H. Scott, Sarah Spurgin, and Junko Stuveras, Butler Library.

Richard H. Jackson. New York: Simon & Schuster, 1994. 169p. 32cm. \$37.50. (ISBN 0-13-045147-0.) LC 94-21912.

The authors and editors of both works teach at Brigham Young University (BYU) and at the University of Utah, and, from the tone of the introductions, are members of the Mormon Church. (The entry for BYU in the *Historical Dictionary* alludes to the "uniqueness or special aura that sets BYU apart from most other universities"—p. 44.)

Both introductions clearly establish the authors' points of views. The atlas is a portrait of success: "The 20th century brought ever increasing growth to the Mormon church . . . [and] has transformed it into a worldwide multicultural organization whose membership remains committed to the doctrines and beliefs espoused by the Prophet Joseph Smith, Jr." (*Introd.*). The author of the *Historical Dictionary of Mormonism* feels that the spectacular growth of the church, from a handful in 1830 to the eight million today, is due in part to Mormonism not being a new religion but "rather a restoration of the same church Christ established, bringing back the same doctrine and authority" (*Introd.*). The Mormons are successful, he feels, because they "scorn the values of the Hollywood elite and mass media . . . [and] will continue to advance their religion." He adds, however, that "it would serve no useful purpose in an introductory dictionary to engage in polemic" and both works avoid the blatant partisanship of the five-volume *Encyclopedia of Mormonism* (New York: Macmillan, 1992), whose entries tend to be extensive quotations from and justifications for official Mormon doctrine.

The atlas is divided into brief chapters with maps on one page and text accompanied by short bibliographies on the facing page. The maps concentrate on the early history and current worldwide growth of the church but lack any serious sociological or economic analysis of its members. The dictionary is arranged al-

phabetically, with short (usually a paragraph) entries for people, events, and beliefs. It has a lengthy bibliography, citing mainly Mormon imprints, making it a very useful guide to primary sources.

Though by no means objective overviews either of the outstanding American success story nor of the reasons for the hatred and violence the Mormons have faced, these are useful sources illustrating the strength of the religion.—M.C.

English and American Literature

Oxford Companion to Twentieth-Century Poetry in English. Ed. by Ian Hamilton. Oxford: Oxford Univ. Pr., 1993. 602p. \$38.25. (ISBN 0-19-866147-9.) LC 93-1436.

This book is intended to be a reference work as well as a history, a map for exploring poetry in English since 1900. It includes not only Great Britain and the United States but also Australia, Canada, and other English-speaking countries, and covers about "1,500 poets, including 550 British, an equal number of American, 120 Australian, 110 Canadian, 60 African and 40 Asian poets. Among them are 200 women and 100 Blacks" (p. xi). Another 100 or so entries cover subjects, e.g., schools, movements, notable magazines. The major emphasis of this guide is on individual poets and a typical entry for a poet includes a brief biography, critical appraisal, list of major works, and a bibliography. Entries are signed with the initials of the contributor.

This work is better than many of the encyclopedias of literature which are often mere repackaging of previous works without any clear editorial concepts behind them. It is suitable for a wide readership, from high school students to graduate students who want a concise, well-written essay for a quick review. General poetry readers will enjoy it too.—J.S.

Pitcher, Edward W. R. *Fiction in American Magazines before 1800: An Annotated Catalogue*. Schenectady, N.Y.: Union

College Pr., 1993. 321p. \$42.50. (ISBN 0-91275-627-6.) LC 93-060539.

It is always so satisfying when someone publishes a reference book that is useful and fills a need. *Fiction in American Magazines before 1800* provides new access to early American periodical fiction while showing the degree to which American periodicals borrowed from English and French literature.

The author has searched all the titles in the UMI *American Periodicals Series* (and some of the titles in *APS II*; see AE26) as well as selected titles in the Readex Microprint series *Early American Newspapers*. Works of fiction are listed alphabetically by title, and entries include the citation, source (e.g., whether a reprinting of a British story or a translation of a French work), and further printings. A separate author, signature, and special subject index lists entries for authors' names and pseudonyms, with a few special interest lists for fiction relating to Native Americans, slaves, and, by far the largest, stories from or treating Asia. Another section provides a chronological listing of fiction published within each magazine, and the final section provides a checklist of sources. Highly recommended for all libraries supporting study of American literature.—S.S.

Slocum, Robert B. *New England in Fiction 1787-1990: An Annotated Bibliography*. West Cornwall, Conn.: Locust Hill Pr., 1994. 2 vols. 980p. \$100. (ISBN 0-933951-54.) LC 93-47349.

New England in Fiction is an annotated bibliography of 4,975 works of fiction, mostly novels and short stories, published in the United States between 1787 and 1990. The works have New England (i.e., Maine, New Hampshire, Vermont, Massachusetts, Rhode Island, and Connecticut) as their setting. Works of drama, poetry, and children's fiction are excluded. The annotations, mainly plot summaries, were either composed by the compiler, or excerpted from book reviews.

This monumental compendium makes a significant contribution to the literary history of the U.S., but the compiler had a more specific purpose in mind: to show how writers of diverse eras and backgrounds, including non-New Englanders, portrayed the "Yankee" character and locale in their fictional writings. Thus, while the alphabetical author arrangement of the entries, the title index, and the chronological listing of works published between 1787 and 1865 make this bibliography a superb look-up tool, it is the subject and place indexes through which new perspectives on the changing history and character of the region and its inhabitants can be traced.—O.d.C.

European Literature

Dictionary of Polish Literature. Ed. by B. J. Czerwinski. Westport, Conn.: Greenwood Pr., 1994. 488p. \$85. (ISBN 0-313-2622-5.) LC 93-49540.

With the publication of this volume, the amount of reference information in English on a major European national literature has taken a quantum leap. Compiled by Edward Czerwinski, Halina Gerber, and Jan Wojnowski, this work is based closely on—and in many places represents a near translation or summary of—an earlier, much larger work in Polish, *Literatura Polska: Przewodnik Encyklopedyczny* (Warszawa: PWN, 1984-1985. 2 vols. Suppl. 1987). However, pains have been taken to bring the treatment up to date, including significant new coverage of emigré and underground literature not treated in the source text.

The result is a volume of approximately 150 articles, mostly devoted to individual authors from the Middle Ages to the present, but also including articles on the major periods of Polish literary history, on Poland's universities and their place in literature and literary criticism, and on a few key journals and anonymous works. Unfortunately, the overviews of individual periods are filed alphabetically among the other entries so

that a user must know, for example, that coverage of the period from the 1860s to the 1890s is to be found under the heading "Positivism." Even more problematic is the apparent assumption that non-Polish readers will know the Polish names for the period 1890-1918 or for the unofficial, uncensored literature of the 1970s and 1980s (they are filed under "Młoda Polska" and "Drugi Obieg" respectively with no cross references). Each entry concludes with a very brief bibliographic listing, including the most important edition or editions of an author's work, one or two key studies, and any significant translations into English. The work concludes with a two-page bibliography of surveys in Polish and English and an index of proper names.

In any case, this work represents a significant new source of information about Poland's rich literary heritage for non-Polish readers, and while advanced researchers will want to consult the Polish-language source for fuller coverage, they, too, will find some important supplementary material here. It is thus well suited for both public and academic libraries with significant coverage of world literature in general, and essential for all with serious coverage of the Slavic and East European fields.—R.H.S.

Kunoff, Hugo. *Portuguese Literature from Its Origins to 1990: A Bibliography Based on the Collections of Indiana University.* Metuchen, N.J.: Scarecrow Pr., 1994. 497p. \$49.50. (ISBN 0-8108-2844-8.) LC 93-49699.

Indiana University Library's collection of Portuguese literature is one of the richest in the country, especially in works by and about the major Portuguese literary figures. This bibliography is based on that library's holdings, including the holdings of its rare book library. It extends beyond commonly held materials to ephemeral and related works, such as single plays, biographies of actors, sermons, accounts

of voyages of discovery, and the works of early historians. It covers Portuguese literature from its beginnings to 1990, with some post-1990 titles also added.

The main body of the work is devoted to individual authors, listed alphabetically within several time periods, followed by entries for works by and about them. But there are several other sections, including a chapter devoted to bibliographies, a section on literary history and criticism, one on collections of literary works, and a list of the major periodicals in the field.

Though not a definitive bibliography, it is thorough, comprehensive, and well organized, and has the added virtue of assuring the scholar that a listed item is at least available at the University of Indiana Libraries.—O.d.C.

Reader's Encyclopedia of Eastern European Literature. Ed. by Robert B. Pynsent with the assistance of S. I. Kanikova. New York: HarperCollins, 1993. 605p. \$50. (ISBN 0-06-270007-3.) LC 93-2953.

It would be an understatement to say that the rich and diverse literatures of Eastern Europe are not well known in this country, and so this one-volume work should be a welcome addition to the reference collections of all academic libraries and public libraries with serious coverage of world literature. Compiled by a team of twenty-four specialists from the University of London and various other institutions, it surveys the writers and, to a lesser extent, history and key anonymous or collective works of the literatures of those European peoples who have been subject, at some point, to the German, Austro-Hungarian, Russian, or Ottoman empires, excluding writers or works in the "imperial" languages (German, Russian, and Turkish) as well as the works of those writers, such as Joseph Conrad or Guillaume Apollinaire, who wrote primarily in some other foreign language. The group so defined comprises Albanian, Bulgarian, Byelorussian, Croa-

tian, Czech, Estonian, Finnish, Greek (Byzantine and Modern), Hungarian, Latvian, Lithuanian, Macedonian, Polish, Romanian, Serbian, Slovak, Slovene, Sorbian, Ukrainian, and Yiddish, along with Armenian and Georgian. The emphasis of the work, moreover, is almost exclusively on belles lettres.

The first and largest section of the work, following a brief historical introduction, consists of entries for some 850 East European writers, providing a brief outline of the lives and work of each, as well as some indication of their place in the broader context of their national literary tradition. Listings of up to three key translations or critical works follow many of the articles. Individual contributors were given relative freedom in deciding whom to include and how much or little to write (although few if any of the entries are more than a page and a half in length). As a result, the extent of coverage is not always proportional to the relative sizes of the various national literatures. In some cases, this means an unexpected but welcome richness of treatment for small and little-known (in this country at least) national literatures, such as Albanian and Georgian, but in other cases, coverage is smaller than one might hope—just twenty-one entries for authors in Ukrainian (the largest of the language groups represented here) as compared with nine for Sorbian (the smallest group of speakers). Most major authors are included. Although inevitably, as in any work of this kind, there are omissions of writers a reader would have expected to find—this reviewer wonders, for example, about the absence of such important figures as Polish authors Kazimierz Brandys or Bruno Szulc, or the prolific and influential medieval Bulgarian writer Gregory Tsamblak.

The second section is devoted to anonymous and collective works, opening with a useful survey of Bible translations into all of the languages of the re-

gions. The rest of this section, however, reflects most sharply the freedom of choice given to individual contributors. Many important works are included here, but there is not the kind of comprehensive coverage one might expect to find in an encyclopedic work. Thus, for example, while there are brief surveys of Finnish, Georgian, and Greek oral poetry and entries for two Greek and one Armenian work under the related heading of "The Epic," there is no treatment of the very well-known South Slavic oral epic tradition. Likewise, under the promising heading of "The Chronicle," there is only one entry, for Georgia.

The last section of the work consists of brief survey histories of each of the national literatures, along with brief listings of key bibliography. Access to the work as a whole is facilitated by three indexes, one containing lists of the authors covered, grouped according to language; another listing the anonymous or collective works surveyed (essentially a table of contents for that section); and a third, general index of names and subjects, providing a reasonably detailed guide to the coverage of themes, movements, and other subjects in the individual entries.

As suggested here, this work is not a perfect one, but it is the only source of its kind currently available, and hence ought to be given serious consideration as an addition to any world literature reference collection. At the same time, however, readers will want to continue to supplement its coverage with the information contained in broader surveys such as the *Columbia Dictionary of Modern European Literature* (BD52).—R.H.S.

Performing Arts

Brewer's Theatre: A Phrase and Fable Dictionary. London: Cassell; New York: HarperCollins, 1994. 513p. \$35.

(ISBN 0-06-2700-43-X.) LC 94-016436.

Inspired by the well-known *Dictionary of Phrase and Fable* (BD89), this work "aims

to cover all aspects of theatrical life, language, and legend . . . [and to provide] a treasury of fascinating and out-of-the-way information not usually included in conventional reference books" (*Pref.*). It has a definite British slant, but considering Britain's theatrical preeminence, this is not a major drawback. But surely the term "green room" is not limited to the Drury Lane Theatre and "several other theatres" (p. 202). It is arranged alphabetically, with brief paragraphs discussing actors, playwrights, plays, and theatrical expressions. Much of the information can be found in other, similar reference works such as the various Oxford companions and the Cambridge guide, but these don't have such priceless tidbits as Kenneth Tynan's pan of the *Flower Drum Song* as "the world of woozy song."—M.C.

New York Public Library Performing Arts Desk Reference. New York: Macmillan, 1994. 424p. \$35. (ISBN 0-671-79912.) LC 94-22673.

This dictionary/directory/bibliography divides performing arts into three sections—*theater, music, and dance*—and provides brief overviews of some of the main events. "The evolution of Western theater" takes four pages, "Introduction to opera" gets eleven pages, and the life and work of William Shakespeare gets three pages. There are brief biographies of some major players in these fields, lists of some major awards (all American), and brief bibliographies. Brevity has its drawbacks, and subtlety is not one of this work's strengths. Some of the entries sound as if they came from high school term papers: "It is an amazing fact that Beethoven wrote most of his work after he had gone deaf in 1802" (p. 157); and "Wagner also introduced the idea of Leitmotif to music" (p. 173). The facts selected are not always of primary importance. We are told that Carla Fracci is the great-grandniece of Giuseppe Verdi, but not of her long association with the

American Ballet Theatre or of her partnership with Eric Bruhn.

All the information can be found in other, more complete reference sources and it is hard to imagine why a librarian who has available, for example, the *New Grove's Dictionary of Music and Musicians* (BH129) would ever use the music portion. The cachet of the New York Public Library may be a selling point but this is not a necessary addition.—M.C.

Art

Bibliography of Gay and Lesbian Art. Ed. by James M. Saslow. New York: CAA Gay and Lesbian Caucus, 1994. 112p. \$18.

The College Art Association (CAA) is breaking ground with its *Bibliography of Gay and Lesbian Art*, begun in 1992 as a collaborative effort. It consists of 11,000 entries (plus some 100 reviews); most, but not all, entries have brief annotations, current through 1992 and covering English-language publications (books, journals, and museum publications). Arrangement is by twelve broad topics: surveys and general works; [seven period and medium divisions]; AIDS and the arts; theory and criticism, methodology, historiography; non-Western art; bibliographies and research resources [including unpublished materials]. Monographs on individual artists are selectively cited. The index is chiefly to artists and authors, with a few organizations and subjects.

Related titles include *Gay and Lesbian Studies in Art History*, edited by Whitney Davis (New York: Haworth Pr., 1994. 308p. \$49.95; first published in 1994 as vol. 27, nos. 1-2 of *Journal of Homosexuality*), which features twelve essays, footnotes, and a name index; and Cassandra L. Langer's *Feminist Art Criticism: An Annotated Bibliography* (New York: G.K. Hall, 1993. 291p. \$50), the primary useful source in conjunction with the CAA bibliography. Within several index entries for lesbians, gay men, and related topics are some fifty references.—K.C.

Byars, Mel. *The Design Encyclopedia*. New York: John Wiley, 1994. 612p. \$60. (ISBN 0-471-02455-4.) LC 94-9079.

The intent of this work is "to provide accurate and detailed information on people, firms, and materials, directly associated with the production of the decorative and applied arts in the past 125 years. Most of the entries are for designers of furniture, textiles, glass, metalware, wallpaper, and interiors as well as ceramicists, industrial designers, and interior architects. There are no fine artists, photographers, architects, and graphic, fashion, and vehicle designers, except those active, if only peripherally, in the decorative and applied arts" (*Introd.*). The geographic scope of this work covers Eastern and Western Europe, Japan, Australia, and North and South America. Its stated aim is to be as comprehensive as possible.

The approximately 4,800 entries, three-quarters of which are biographical, are arranged alphabetically and are divided into the following categories: general description and birthplace; awards; and a chronological bibliography. The *Encyclopedia* includes, at the end of the volume, chronological listings of international and specialized exhibitions, fairs, and the Biennali di Monza and Triennali di Milano.

Notable biographical omissions in this volume include Ralph Lauren, Mark Hampton, Clodagh, and Gianni Versace. When compared with *Contemporary Designers* (IBF14) and *Contemporary Architects* (IBE132), the coverage is broader, but the *Encyclopedia* lacks the signed biographical essays, the interspersed illustrations, and the comprehensive bibliographical information with items both by and about the designer. However, the *Encyclopedia's* entries for manufacturer, firm, movement, design store, and material provide useful information which is often difficult to find.

Arranged in two-column format, the entries are in bold and daggers are used

to mark the different categories of information. This arrangement works well. Four sixteen-page sections of black-and-white photos are included in the volume. The *Encyclopedia* lacks an index.

This work brings together the diverse world of design in a single alphabetic sequence. Despite the omissions listed above, the *Design Encyclopedia* will fill in some gaps in academic and public collections that do not have strong biographical reference sources, particularly in the decorative and industrial arts.—K.K.

Women's Studies

Sherr, Lynn, and Jurate Kazickas. *Susan B. Anthony Slept Here: A Guide to American Women's Landmarks*. New York: Times Books, 1994. 580p. \$18. (ISBN 0-8129-2223-9.) LC 93-28701.

This is a fun and informative guide, filled with much local color. Some 2,000 landmarks are listed, from Carrie Chapman Catt's birthplace in Ripon, Wisconsin, to Niagara Falls, where in 1901 Annie Edson Taylor became the first person to go over the Falls in a barrel—and survive. The guide is arranged by state and then city, with many black-and-white photographs, an index, and a bibliography. Because the authors have sought to list landmarks from throughout the United States, criteria for inclusion seem to vary by state. There are more pages devoted to Arizona than to Illinois, for instance, and the *Blue Guide to New York* (New York, 1983) lists far more women's landmarks than are found in the thirteen pages allotted here. Having said this, it is still an amusing and useful reference work, recommended for libraries of all sizes.—S.S.

African-American Studies

Black Women in America: An Historical Encyclopedia. Ed. by Darlene Clark Hine. Brooklyn: Carlson Publishing, 1993. 2 vols. (1,530p.) \$195. (ISBN 0-926029-62-9.) LC 92-39947.

This two-volume, thoroughly researched, well-organized, illustrated encyclopedia

is a welcome addition to the literature on the role played by Black women in American history. The encyclopedia consists of 641 biographies of individual Black women, and 163 articles which deal with general topics and organizations in which Black women played a central part. Of particular importance is the fact that many of the persons and topics included here have not appeared previously in standard sources.

The articles are written by specialists, enhanced by well-chosen photographs, and always conclude with a bibliography of sources for further information. This standard format makes the work easy to use, while a back-of-the-book index, a list of topical entries, and another of biographical entries arranged by profession enhance access. A Chronology of Black women's history (1619-1992), a bibliography of basic resources in the field, including a list of major research collections of primary materials, and informative notes on the editors and contributors make this one of the best all-in-one reference tools on this subject available to date.

As thorough as this work is, it nevertheless admits to slighting contemporary women. Fortunately, there are other reference sources which pick up the slack—among them *African American Biographies: Profiles of 558 Current Men and Women* and its 1994 supplement, *African American Biographies 2: Profiles of 332 Current Men and Women*, both compiled by Walter L. Hawkins [Jefferson, N.C.: McFarland, 1992-1994. 2 vols. (490p., 367p.)]. About a third of the entries are for women; to be included one must qualify as a "role model." The main volume includes biographical sketches for women who were alive in 1992 or had died in or before 1968. The supplement extends coverage to those who were living in 1994 or had died before 1976. Photographs accompany most of the entries.—O.d.C.

African-American Mosaic: A Library of Congress Resource Guide for the Study of

Black History and Culture. Ed. by Debra Newman Ham. Washington, D.C.: Library of Congress, [1994]. 300p. \$24. (ISBN 0-8444-0800.) LC 93-21605. (Superintendent of Documents no.: LC 1.6/4:AF 8)

The *African-American Mosaic* is simultaneously a chronological survey, a bibliographic essay, and a documentary history. Nine chapters trace the experience of American Blacks from slavery through the Civil Rights era. Incorporated into the narrative are the Library of Congress' (LC) relevant book, manuscript, and visual holdings. The text is printed on high-quality paper and richly illustrated with superb color and black-and-white reproductions of photographs, posters, flyers, drawings, and etchings from the library's collections.

The stated purpose of this guide, however, is not so much to be an illustrated chronological history, but an aid to researchers by providing a survey of LC holdings in Black history and culture. The compilers of the guide fulfill this goal by providing a name, title, and limited subject index, and by adding LC location symbols to the bibliographic references in the narrative. To the serious researcher and reference librarian the traditional annotated bibliography and collection level archival guide, provided they are thorough and well organized, are preferable. Nevertheless, it is a beautiful and informative book.—O.d.C.

Crayton, Tabatha. *The African-American Address Book.* New York: Berkley Pub., 1995. 288p. \$11. (ISBN 0-399-52148-8.) LC 94-30205.

This is a useful little book, provided one accepts its limitations. It is useful because it brings together in one compact volume the addresses and phone numbers of some 3,500 individuals and equally as many agencies and organizations in the areas of media, arts, entertainment, writing, publishing, sports, religion, education, business, and politi-

cal and cultural life. Within each area, however, the coverage is uneven. While such sections as "Newspapers" or "Colleges and Universities" are quite comprehensive, other sections—such as "Educators" with 103 entries, or "Historians" with four entries—clearly fall short of covering the field. It is, however, a good place to start. Unfortunately, there is no index, so looking up a known name is difficult.

If your library needs more thorough coverage of African-American institutions and organizations, and more extensive information than simply name, address, telephone number, and a one-word identification here and there, the *Black Americans Information Directory 1994/95*, edited by Wendy S. Van de Sande (3d ed. Detroit: Gale, 1993. 556p.; ICC205) with its 5,300 organizations, agencies, associations, institutions, programs, publications, libraries, museums, etc., is a much better reference tool than the *African-American Address Book*.—O.dC.

Business

Handbook of Equity Derivatives. Ed. by Jack Clark Francis, William W. Toy, and J. Gregg Whittaker. Chicago: Irwin Professional Pub., 1995. 685p. \$85. (ISBN 1-5562-3594-1.) LC 94-21173.

The editors state in the preface that their goal is "to allow nonspecialists to gain an understanding of the basic behavior of equity derivative structures." They are careful to indicate that in this work they are concerned exclusively with equity derivative instruments, and that the book's viewpoint is geared toward the United States investor.

In twenty-seven chapters the assembled experts, the majority of whom are seasoned practitioners, present detailed description and analysis of every aspect of equity derivatives. The chapters are grouped into six parts comprising an introduction to the basics of equity derivatives, the domestic and international markets for these instruments, the types of

derivatives that corporations issue based on their own stock, synthetic structures, the particular regulatory features (including tax, legal, and accounting) of equity derivatives, and, finally, essays on the current state of equity derivatives and their markets. Many of the chapters are written in a "how-to" style, laying out theory and practice, and frequently amplifying these with case study examples.

There is no overall bibliography, but several of the chapters append their own; there is a general index. A very useful addition to most academic and some public business libraries.—J.L.C.

European History

Atlas de la France de l'an mil: état de nos connaissances. Sous La Direction de Michel Parisse. Paris: Picard, 1994. 129p. 31x31cm. 350F. (ISBN 2-7084-04057-1.) LC 94-213533.

The *Atlas* divides the France of Robert II the Pious in the year 1000 into twelve areas, such as Aquitaine and Gascony, Central France, Flanders, Picardy. For each region, three maps are presented with an explanatory text and a bibliography. The first map shows the seats of archbishops, bishops, monasteries, and other religious establishments within diocese borders. The second is a map of fortifications: castles, towers, etc. The sites mentioned in contemporary documents and those based on archeological research or later documents are marked differently. The third map indicates sites of economic activities: cities, markets, tolls, bridges, ports, fishing, manufacturing and mining, mints. Rivers and coastlines, both historical and current, are indicated.

Each map is accompanied by a list of place names with brief explanations of documentary sources. Concluding the volume are a general index of names from Latin to French and an index to maps by French place names.

This atlas is suitable for university libraries which have comprehensive collections in European history and special li-

braries which have strong European medieval collections.—J.S.

Sanford, George, and Adriana Gozdecka-Sanford. *Historical Dictionary of Poland*. European Historical Dictionaries, 3. Metuchen, N.J.: Scarecrow Pr., 1994. 339p. \$49.94. (ISBN 0-8108-2818-9.) LC 93-43939.

This third volume in a promising series by Scarecrow Press is devoted to the history of Poland, a topic not particularly well covered in English-language reference sources to date. The heart of the work is a dictionary of approximately 420 entries, providing brief, concrete information about key political and cultural figures, historical events, political parties, major cities and regions, government institutions, religious groups, and cultural organizations. Included here as well are slightly longer discussions of art, education, literature, and other cultural topics, and surveys of relations with individual neighboring countries. Preceding the dictionary itself is a variety of useful front matter, including a chronological table, a list of rulers, a list of important acronyms, a (too tiny) map of the country, and a twenty-four-page overview of key features and developments in the country's geography, economy, and history. At the book's end is an extensive (100 pages), useful bibliography of the key English-language literature on Polish affairs. There is no index, however, and few cross-references.

While the work encompasses the whole of the country's history from the ninth century up through 1994, it is particularly strong in its coverage of the twentieth century. Indeed, it is strikingly up-to-date with its useful characterizations of many contemporary politicians and parties. Coverage of the medieval and early modern periods are less comprehensive, although that is probably inevitable in a volume of this size. A more serious shortcoming, however, is the decided de-emphasis of the former Polish-

Lithuanian state's eastern lands, which included much of present-day Lithuania, Belarus, and Ukraine. While these lands are certainly no longer part of postwar Poland, they were a crucial component of its history and culture for more than 500 years, and a fuller treatment of this area certainly seems to be needed. (For example, the guide contains no references to Wilno (Vilnius) or Lwow (Lviv), two urban centers of prime significance to Polish history and culture, even though both now lie outside the borders of the Polish state.)

These qualifications notwithstanding, this book is a well-written and much needed addition to the field. Students and researchers will find it a handy personal reference, and libraries with serious coverage of European history should certainly add it to their reference collections.—R.H.S.

Times Atlas of European History. Contributors: Mark Almond et al.; maps prepared by Bartholomew, Edinburgh. London: Times Books; New York: HarperCollins, 1994. 206p. \$40. (ISBN 0-05-270101-0.) LC 94-213533.

The *Times Atlas* covers the historical period from 900 B.C. (Mesopotamian cities) to 1993 (the fall of communism), presenting European political systems at forty-six key dates. The emphasis is clearly and intentionally on political systems from the rise of Near Eastern city states to the demise of the Eastern Bloc under the Russian hegemony. Most sections consist of two facing pages divided between maps and text to explain the historical development presented by the maps. Major events such as Revolutionary Europe, the Congress of Vienna, and the Unification of Germany are given twice the space.

The *Atlas* is very narrowly focused on the territorial states in Europe. Readers should not expect to find a map of the British Empire or the discovery of the New World, but rather should expect a map on the growth of Jagiello power

(1440–1526) or the development of the Swiss Confederation (1291–1526). The introduction proposes this approach to European history as a framework and a starting point for other kinds of history which might deal with mentalities, ideas, institutions, and movements.

The same size basic map of Europe is used throughout, and this makes it easier to compare, for example, the Habsburg possessions with the Napoleonic conquest. The concise text captures the zest of political history. The geographical index is detailed to direct the reader to the place name at a specific historical period. The volume ends with a bibliography of historical and thematic atlases, gazetteers, and books on European political history.

This *Atlas* should be used in conjunction with an atlas of world history. Scholars would not be doing justice to the European political systems if we limit our scope of study to Europe proper and ignore their lasting impact on the rest of the world. As the work stands, it seems an advocate for the virtues of nation states in the face of the emerging European union.—J.S.

New Editions and Supplements

The third edition of the *Bibliography of Canadian Bibliographies*, edited and compiled by Ernie Ingles (Toronto: Univ. of Toronto Pr., 1994. 1,178p. \$150; 2d ed. 1972. AA47), has grown to 7,375 entries covering bibliographies from 1789 to mid-1993 and arranged by broad subjects, e.g., History and Genealogy. Fully 553 of the 1,178 pages are indexes: Authors, Titles, Subjects in English, Subjects in French, Short Entry Section, Serial Titles Searched.

The British Library has continued the bibliographies of its holdings of early printed books: *Catalogue of Books Printed in the German-Speaking Countries and of German Books Printed in Other Countries from 1601 to 1700 Now in the British Library*, compiled by David Paisey (London, 1994. 5 vols.) which is a sequel to *Short-Title*

Catalogue of Books . . . 1455 to 1600 (1961. AA768) and *Supplement* (1990. 1AA118); and the *Short-Title Catalogue of Eighteenth Century Spanish Books in the British Library*, compiled by Harold Whitehead (London, 1994. 3 vols.) which continues the *Short Title Catalogue of Books Printed in Spain and Spanish Books Printed Elsewhere in Europe before 1601 Now in the British Library* (2d ed. 1989. 1AA187).

Through the 1985 supplement and the volume for *Missing Persons*, 1,518 women were treated in the *Dictionary of National Biography* (AJ217, 1AJ66) and 34,533 men, for a ratio of 23 to 1. This is one of the facts presented by Gillian Fenwick in her index, *Women and the "Dictionary of National Biography": A Guide to DNB volumes 1885–1985 and "Missing Persons"* (Adler-shot, Hants., England: Scholar Pr.; Brookfield, Vt.: Ashgate, 1994. 181p. \$59.95). "The book begins with a general overview of the DNB from 1880s to the present day with particular reference to the role of women both as subjects and contributors." (*Pref.*). Following the essay is a list of the women who have biographical sketches, a list of women contributors, a list of male contributors who have written about women, and a table of occupations of women subjects.

The *Supplement to American Women Writers*, edited by Carol Hurd Green and Mary Grimsley Mason (Westport, Conn.: Greenwood, 1994. 522p. \$95; for earlier title see BD362) offers updates on many women covered in the earlier set, e.g., Alice Walker, as well as new articles on writers who have become prominent since the 1970s, e.g., Barbara Kingsolver.

A companion title is *Italian Women Writers: A Bio-Bibliographical Sourcebook*, edited by Rinaldina Russell (Westport, Conn.: Greenwood Pr., 1994. 476p. \$89.50), which describes the "51 most significant Italian women writers of the 14th century to the present day" (*Pref.*). These women have written in Italian or in Latin. Each sketch includes a biographical outline, a critical discussion of the author's

writing including current themes and her place in literature, a bibliography of primary works and works translated into English, and a selective bibliography of criticism. The contributors are mostly from academic institutions.

The *New Oxford Companion to Literature in French*, edited by Peter France (New York: Oxford Univ. Pr.; Oxford: Clarendon Pr., 1995. 865p. \$49.95) is totally revised from the earlier edition, *Oxford Companion to French Literature* (1959. BD999). The change in title is indicative of the "shift in emphasis from French literature to literature in French." (*Introd.*). Articles are signed with initials and often include short bibliographies. The appendix offers a chronology in parallel columns for monarch or regime, cultural history, and authors. A section of maps is included.

The Fundamental'naia Biblioteka Obshchestvennykh Nauk has produced a number of bibliographies on history and languages (see BC2-BC3, DC520). In the late 1950s the librarians compiled a bibliography of literary theory and criticism written in the Soviet Union, in Russian, and published between 1917 and 1925: *Sovetskoe literaturovedenie i kritika 1917-1925: bibliograficheskii ukazatel*. The compilation was never published because of disagreements with the publisher, the Akademiia Nauk SSSR, which demanded that certain entries be dropped. (A shorter listing did appear in *Sovetskoe literaturovedenie i kritika: Russkaia sovetskaia literatura . . . knigi i stati, 1917-1962g* in 1966; see BD1326). Norman Ross has now published the complete bibliography, with editorial assistance from INION (New York: Norman Ross, 1994. 3 vols. \$300). Consisting of 8,100 entries arranged topically, the bibliography emphasizes Russian literature most strongly but the non-Russian literatures in the Soviet Union and world literature are also covered. Volume two has specific authors.

The second edition of *Women Artists: An Historical, Contemporary, and Feminist Bibliography* (Metuchin, N.J.: Scarecrow

Pr., 1994. 454p. \$59.50; 1st ed., 1978. BE12) compiled by Sherry Piland, adds information on an additional twenty-nine artists but excludes women architects. It appears to be current only through 1989 and lacks an index. Coverage is still in two sections: general works (books, periodicals, catalogs) and individual artists (by century, beginning with the 15th century).—K.C.

Robert T. Packard revised the *Encyclopedia of American Architecture* (New York: McGraw-Hill, 1994. 724p. \$89; 1st ed., 1980, by William Dudley Hunt Jr., BH270). It now features color photographs and expanded sections for computer use in the profession, energy conservation, accessible design, landscape architecture, and changes in design thinking, as well as new biographies of several leading individuals and firms.—K.C.

The National Register of Historic Places, 1966 to 1994: Cumulative List through January 1, 1994 (Washington, D.C.: National Park Service, Preservation Pr., National Trust for Historic Preservation, National Conference of State Historic Preservation Officers, 1994. 923p.) has grown substantially over the 1989 compilation (1BE128). Described as a collaborative venture with the compiler, *African American Historic Places: National Register of Historic Places*, edited by Beth L. Savage (Washington, D.C.: Preservation Pr., 1994. 623p. \$24.95) includes eight essays, brief histories of the properties, and indexes by city, occupation, names of individuals and organizations, subject, and National Register listing.—K.C.

At long last we have received the third edition of the *American Historical Association's Guide to Historical Literature* (New York: Oxford Univ. Pr., 1995. 2 vols. (2,027p.) \$150). The second edition (DA1) is over thirty-five years old and terribly dated. The new edition has about 27,000 entries in a classified arrangement which is outlined at the beginning of each section. Also new is the discussion beginning each section which summarizes the issues

and developments in the subject and the greater emphasis on social and cultural history, history of women, history of Native Americans. The entries are heavily English language and the whole thrust of the compilation is toward the beginning researcher or the researcher moving into a related field. The proof will come in using it, of course, but on first appearance reference librarians and researchers should be very pleased.

Joyce Horn has compiled another supplement to the previous listings of these completed in history begun by Phyllis M. Jacobs (for earlier lists see DA25): *History Theses 1981-1990: Historical Research for Higher Degrees in the Universities of the United Kingdom* (London: Univ. of London, Institute of Historical Research, 1994. 319p.) based on the annual lists put out by the Institute of Historical Research at the University of London (DC286). Some 5,000 entries are classified according to period, topic, and country. Some of the titles are omissions from the previous compilations. Detailed subject index provided.

Two reference sources reflect the breakup of the Soviet Union: *The Cambridge Encyclopedia of Russia and the Soviet Union* (DC565) has been rewritten with particular attention to the last ten years of Communist rule. Now called the *Cambridge Encyclopedia of Russia and the Former*

Soviet Union, edited by Archie Brown, Michael Kaser, and Gerald S. Smith (2d ed. Cambridge: Cambridge Univ. Pr., 1994. 604p. \$50) it offers good coverage through 1991 with some additional information for 1992-1993. Heavily illustrated, many of the maps and photographs are new to this edition.

Helen F. Sullivan and Robert H. Burger are continuing the bibliographies that Stephan Horak compiled (DC23-24, 1DC13). Thus far only the volume for Russia and the former Soviet Union has appeared: *Russia and the Former Soviet Union: A Bibliographic Guide to English Language Publications, 1986-1991* (Englewood, Colo.: Libraries Unlimited, 1994. 380p. \$67.50). Sullivan used ABSEES and *Books in Print* to pull together 1,421 titles with descriptive annotations. The volume for Eastern Europe is to appear this summer, compiled by Burger.

The Annual Egyptological Bibliography 1988-1991, compiled by L. M. J. Zonhoven with the collaboration of W. Hovestreydt (Leiden, The Netherlands: Brill, 1994. 289p. DD115), addresses the gap that has been widening in the publication schedule of the annual bibliography. This first part treats 1988-1991 publications, which are classified in the AEB as books and which have been received for review. The 1992 annual is promised for 1995.

College & Research Libraries' Changes

C&RL is now being published by the Association of College and Research Libraries (ACRL) under the direction of Mary Ellen K. Davis, Hugh Thompson, and Pam Spiegel, with editorial assistance from Darlena Davis. In addition to changing publishers, the editor and the editor-designate have made a number of stylistic changes. ACRL members may now expect copies of the journal to arrive during the third week of the month.

Research Notes



An Approach to Assessing Faculty Use of Locally Loaded Databases

Joan B. Fiscella and Edward Proctor

A survey was used to study faculty use of, preferences for, and satisfaction with either the SPIRES/Prism or the BRS MENTOR interfaces for locally loaded Educational Resources Information Center (ERIC). The findings showed no significant difference in faculty preferences for one or the other interface; however, faculty use of locally loaded databases was associated with having a campus computer account. The study also looked at use of other locally loaded databases by faculty in education and other social science disciplines. The limitations of the survey are addressed.

Studies of online database use have shown that faculty have given a mixed reception to such resources; although some are taking advantage of mediated search services or doing their own searching of vendor-supplied, locally loaded, or CD-ROM databases, others are reluctant to use them. Among the factors identified as contributing to faculty use (or lack of use) are the content of the databases, the ease of end-user systems, the availability of computers, and faculty characteristics such as discipline-affiliation or age.

While reluctance was to be expected when databases first became widely available, it seemed likely that, over time, either growing familiarity with the technology, the development of electronic sources in all disciplines, or better interfaces would lead to greater acceptance. The research, however, has not shown a clear trend toward progressively greater use; instead, the results are mixed.¹⁻⁴ Further studies testing disciplinary affiliation as one likely explanation for the uneven pattern of use yielded mixed results regarding use by faculty in the sciences and

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the humanities.^{5,6} Because high costs may deter use, many libraries began licensing databases for patrons to use without charge. Yet the ready availability of locally loaded or no-cost commercial systems has not necessarily prompted frequent end-user searching by faculty.^{7,8}

Since the late 1970s better system designs and more extensive training have been proposed as ways to encourage faculty to use electronic systems.⁹⁻¹¹ Studies testing the efficacy of front-ends have begun. For instance, Michael Sullivan, Christine Borgman, and Dorothy Wipern compared the performance of doctoral students using a command-driven system with those using a menu system.¹² They found that, although those who used the menu-driven approach interacted less with the system than did those who used the command mode, both groups did equally well in measures of performance.

The availability of two software interfaces for the Educational Resources Information Center (ERIC) database at the University of Illinois at Chicago (UIC) provided an unusual opportunity to examine faculty use of this locally loaded resource and faculty response to the two front-ends. A study of faculty responses to the databases could serve as a baseline against which to measure change in the rate of use and level of satisfaction. A comparison of faculty preferences for one or the other interface would suggest which features were most important to them and serve as a guide to choosing interfaces for other databases. Related questions could be addressed. Do faculty in some disciplines use locally loaded databases more than those in others? Are there any identifiable characteristics common to those who frequently search electronic databases, as compared to those who do not? Are those who search a single database, in this case ERIC, also likely to look at other bibliographic databases?

In this paper the authors show the results of using a survey instrument to

gather data on faculty preferences for one or the other software and to assess their use of the locally loaded ERIC databases. We will outline the differences in the two database interfaces and report on faculty use of ERIC, and their preference for, or satisfaction with, one or the other interface for the locally loaded databases. We will also outline the use of other databases by this same group of faculty.

SPIRES/ERIC and BRS/ERIC

Since 1987, the UIC Library had been looking for ways to provide article citation databases via the mainframe and the campus network in order to avoid extensive investment in CD-ROM technology. Because the campus Computer Center had mounted on the mainframe Stanford's SPIRES database manager with the

Yet the ready availability of locally loaded or no-cost commercial systems has not necessarily prompted frequent end-user searching by faculty.

Prism interface, the library was able to use loaders that Syracuse University had developed for ERIC and was distributing to SPIRES users. Only a small financial investment was needed for the ERIC data. During this time, the University of Illinois Central Administration decided to fund the acquisition of BRS for the libraries. BRS' OnSite program used ready-to-load data, and the libraries chose ERIC (because of its high use and relatively low cost), H.W. Wilson Company databases, and *Current Contents*. Because long-term funding for BRS by the university was not assured, the UIC Library administration chose to continue to support the SPIRES version of ERIC as well.

Both ERIC databases are searchable on terminals in all library sites, on networked campus computers, or by remote access using office or home personal computers by faculty, staff, and students with

campus computer—Academic Data Network (ADN)—accounts. Both were announced through notes in campus newspapers, in newsletters sent to faculty, in orientation and instruction sessions, and through activities in celebration of the remodeling of the Main Library.

Thus the UIC Library has made available to its users two ERIC databases, loaded on different computers and run with different software. The SPIRES/Prism ERIC database became available in late summer 1991; the BRS version in

October of the same year. That both databases became available within three months of each other was a result of the timing of development activities: writing the help screens and user documentation for the databases, customizing the MENTOR interface for the BRS software, and loading the databases on the campus computer (SPIRES/Prism version) and the university computer (BRS version). For purposes of this paper, the former version of ERIC will be called SPIRES/ERIC; the latter, BRS/ERIC.

TABLE 1
Comparison of Selected Features of SPIRES/ERIC and BRS/ERIC

Feature	SPIRES/ERIC	BRS/ERIC
Searching		
Keyword	Specified field only	In any field; use of suffix delimiters
Refining searches	Default: AND, within field	Default: WITH
Word adjacency	Not available	Available
Descriptors/Identifiers	Keyword	Indexed phrases
Displaying		
Record format	Brief/Full	Short/Medium/Long
Screen format	Up to 16 single lines, date and title/brief Single record/full	No more than a single record per screen
Select fields	In customized "report" format	User selected fields
Manipulating Results		
Review search history	Not available	Available
Combine sets	AND, OR, NOT with current set	AND, OR, NOT with any available sets
Sort/Print/Electronic Transfer	Available	Available
Access		
Library menu	1st level	2nd level, behind IBIS
Lib. terminals/Campus computers/Dial-in	Yes	Yes

Comparison of Interfaces

The two interfaces differ in ways of searching the database and in displaying and manipulating the results, as indicated in table 1. Two examples illustrate the difference in practice: the protocols available to limit search results and the types of display of retrieved citations. SPIRES/ERIC helps the searcher limit results by requiring the designation of fields to be searched (e.g., title or author). BRS/ERIC, conversely, aids precise searching by allowing word adjacency (e.g., new adj math), descriptor or identifier phrases (instead of individual words), and key words within a field by suffixes (e.g., multicultural.ti.). Using BRS/ERIC, the searcher has more flexibility in searching and altering a search in progress.

The displays differ as well (see figure 1). The SPIRES/ERIC brief display format yields a list of dates and titles, useful for browsing titles. In contrast, the briefest BRS/ERIC format is the short citation, including major descriptors, one citation to a screen. Thus, SPIRES/ERIC builds in a constraint potentially useful to beginning searchers, and it provides title browsing lists. In contrast, BRS/ERIC offers more options (and thus flexibility) for the user to modify the search request as needed.

Both interfaces offer consistency among related databases. The SPIRES/ERIC interface is similar to other applications of SPIRES/Prism, such as resumes or local information databases, available to campus users. In aid of this consistency, no reprogramming was possible for types of search parameters, like title or author, nor search screen displays. In contrast, the BRS

<p>Prism</p> <p>Search / BRIEF display 06/01/94 13:31 Find DESC MULTICULTURAL and RESEARCH 238 records (sorted)</p> <ol style="list-style-type: none"> 1) 1993 A Dialogue on Multiculturalism and Democratic Culture. 2) 1993 A Selected Bibliography of Bilingual Education. 3) 1993 Anitbias Early Education: Toward a Stronger Teacher Voice in Research. 4) 1993 Breaking the Mold of Literature Instruction: Recent Findings from the National Research Center on Literature Teaching and Learning. 5) 1993 Constructing an Urban Village: School/Home Collaboration in a Multicultural Classroom (Focus on Research). 6) 1993 Current Research Issues in Minority Student Education. 7) 1993 Doctoral Dissertations Related to Education for Peace and Multicultural Awareness. Peace Education Miniprints No. 43. 8) 1993 Forum on Multiculturalism in Adult Education. 9) 1993 Handbook of Research on the Education of Young Children. <p>..Records continue on the next page; press RETURN to continue display Type: DIS number, to see a fuller record. PRINT to print/mail/save records. AND, NOT, OR to refine this search. FIND to begin a new search. YOUR RESPONSE: f1=Help f2=Find f3=Select Also: And, Not, Or, Setup, Sort, Command, Suggest, Lock, Pause, End</p>	<p>IBIS</p> <p>IBIS Database: ERIC LAST UPDATE: 06/01/94 Short display of record(s) ALL from search 1</p> <p>Record 1 of 1 Screen 1 of 1 Accession No.: ED362790 Author: Swadener, Beth Blue; Miller-Marsh, Monica. Title: Anitbias Early Education: Toward a Stronger Teacher Voice in Research. Major Subject: Cooperation. Curriculum-Development. Kindergarten. Multicultural-Education. Preschool-Curriculum.</p> <p>D - Display results differently E - Send results electronically P - Print results on paper</p> <p>Make your selection, then press ENTER, or, press ENTER for more: Type B to backtrack H for help Q to quit X to exit IBIS</p>
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Figure 1. Prism and IBIS displays compared.

MENTOR interface customized by UIC librarians provided a level of consistency among the selected databases, grouped under the name IBIS (Illinois Bibliographic Information Service), and some similarity with the functions of the NOTIS/

LUIS online catalog in use at UIC.^{13,14} Thus users of online UIC Library resources could search almost all local bibliographic databases with similar protocols.

Study

We surveyed faculty in disciplines whose literature is covered by ERIC—education, kinesiology, psychology, social work, and women's studies—to learn who used ERIC online. We asked the online users which interface they used or preferred; if they used only one interface, we asked about their satisfaction with it. In addition, we asked about the faculty's use of selected *Current Contents* and H.W. Wilson Company's index databases, which were also available as part of IBIS.

The university's Institutional Review Board, which reviews human subjects research, approved the research proposal. The instrument was pretested by faculty and reference librarians whose responses identified areas needing clarification. In September 1992 the authors mailed the survey to 148 faculty: 65 in education, 37 in psychology, 30 in social work, 16 in kinesiology, and three in women's studies. Our cover letter introduced the survey, assured the faculty member of anonymity, and requested cooperation. In December we sent a second copy of the survey to those who had not yet responded.

Results

Eighty-one faculty members (54.7%) returned the survey: 30 (46.1%) in education, 22 (59.4%) in psychology, 17 (56.6%) in social work, 9 (56.2%) in kinesiology, and 3 (100%) in women's studies. The faculty indicated the frequency, by semester, of their use of ERIC in any form, including electronic or print versions of *Current Index to Journals in Education (CIJE)* or *Research in Education (RIE)*. No statistically significant difference was found among the departments; nor was any significant difference in frequency of use found when comparing the education faculty with all other disciplines com-

bined. Furthermore, no statistically significant difference was found when comparing the use of each form of ERIC (*CIJE* or *RIE* in print, locally loaded ERIC, librarian-mediated search, or CD-ROM) by discipline. The lack of significant differences for both frequency and form of use lent credence to the original assumption that the selected disciplines would be an appropriate population to test for the use of the electronic versions of ERIC.

ERIC Online: Use, Preference, and Satisfaction

We designed one set of questions to discover the extent to which faculty were using the online ERIC resources and which of the two ERIC interfaces faculty users preferred. Of the 81 respondents, 24 (29.6%) said they had used ERIC online; of these 24, only seven (29.2%) said they had used both SPIRES/ERIC and BRS/ERIC, nine (37.5%) had used only BRS/ERIC, one (4.2%) had used only SPIRES/ERIC, and seven (29.2%) were not sure which of the two interfaces they had used.

The seven who had used both interfaces were asked to indicate their preference by interface function (author and subject searching, combining sets, displaying and sorting results, creating reports, printing, and sending results electronically, as well as overall ease of use), and for getting in and out of the database. Six faculty responded, and the majority of these expressed no preference for either interface, for any of the functions. When respondents indicated preference, they tended to choose BRS/ERIC over SPIRES/ERIC for most functions. Because so few respondents indicated they had used both versions of ERIC, we cannot draw any conclusions applicable to a larger population.

Respondents who had used one or the other ERIC database (but not both) were asked for their satisfaction level with the interface functions. Seventeen faculty provided usable responses; nine had used

BRS/ERIC, one had used SPIRES/ERIC, and seven were unsure which program they had used. Table 2 shows the comparison of satisfaction by interface. We

combined "very satisfied" and "fairly satisfied" responses into "satisfied" and combined "not very satisfied" and "not at all satisfied" into "not satisfied."

TABLE 2
Comparison of Satisfaction Ratings, Including Non-Use, for
System Functions, by Interface, N=17

Function	Interface	Satisfaction Ratings							
		Satisfied		Not Satisfied		Never Used		No Answer	
Author searching	BRS/ERIC	7	77.8%	1	11.1%	0	0	1	11.1%
	SPIRES/ERIC	1	100.0	0	0	0	0	0	0
	System-unknown	6	85.7	0	0	1	14.3	0	0
Subject searching	BRS/ERIC	5	55.6	3	33.3	0	0	1	11.1
	SPIRES/ERIC	1	100.0	0	0	0	0	0	0
	System-unknown	6	85.7	1	14.3	0	0	0	0
Combining sets	BRS/ERIC	5	55.6	2	22.2	1	11.1	1	11.1
	SPIRES/ERIC	1	100.0	0	0	0	0	0	0
	System-unknown	4	57.1	0	0	3	42.9	0	0
Displaying results	BRS/ERIC	7	77.8	1	11.1	0	0	1	11.1
	SPIRES/ERIC	1	100.0	0	0	0	0	0	0
	System-unknown	5	71.4	2	28.6	0	0	0	0
Sorting results	BRS/ERIC	3	33.3	1	11.1	4	44.4	1	11.1
	SPIRES/ERIC	1	100.0	0	0	0	0	0	0
	System-unknown	2	28.6	1	14.3	4	57.1	0	0
Creating reports	BRS/ERIC	2	22.2	0	0	6	66.7	1	11.1
	SPIRES/ERIC	0	0	1	100.0	0	0	0	0
	System-unknown	2	28.6	1	14.3	4	57.1	0	0
Printing	BRS/ERIC	6	66.7	0	0	2	22.2	1	11.1
	SPIRES/ERIC	1	100.0	0	0	0	0	0	0
	System-unknown	5	71.4	0	0	2	28.6	0	0
Sending results electronically	BRS/ERIC	2	22.2	0	0	4	44.4	3	33.3
	SPIRES/ERIC	1	100.0	0	0	0	0	0	0
	System-unknown	0	0	2	28.6	5	71.4	0	0
Ease of use	BRS/ERIC	7	77.8	1	11.1	N.A.		1	11.1
	SPIRES/ERIC	1	100.0	0	0	N.A.		0	0
	System-unknown	5	71.4	2	28.6	N.A.		0	0
Getting in	BRS/ERIC	6	66.7	2	22.2	N.A.		1	11.1
	SPIRES/ERIC	1	100.0	0	0	N.A.		0	0
	System-unknown	6	85.7	1	14.3	N.A.		0	0
Getting out	BRS/ERIC	5	55.6	3	33.3	N.A.		1	11.1
	SPIRES/ERIC	1	100.0	0	0	N.A.		0	0
	System-unknown	5	71.4	2	28.6	N.A.		0	0

The majority of respondents who had used each function were satisfied with the function. The one respondent who reported using SPIRES/ERIC indicated satisfaction with all functions except for "reporting." One respondent using BRS/ERIC answered none of the questions about its functions. Of the remaining BRS/ERIC respondents, more indicated satisfaction than dissatisfaction with all functions used. Three respondents indicated they were not satisfied with subject searching, and three were dissatisfied with the method of exiting the BRS/ERIC database. Of the respondents who did not know which of the two interfaces they had used, most also indicated satisfaction with the functions they had used, except for sending the results electronically.

Table 2 shows that a number of these faculty made no use of several available functions, in contrast with the faculty who used both interfaces. Although the reporting-SPIRES/ERIC user was familiar with all functions listed, BRS/ERIC or system-unknown reporters indicated that they had never used the functions of creating reports (10), electronically sending

results (9), sorting results (8), combining sets (4), or printing results (4). Searching by author or subject and displaying the results appear to be basic functions.

For further analysis, all 81 respondents were divided into two subgroups according to whether or not they had used University of Illinois locally loaded ERIC. The first subgroup consisted of 24 faculty who had used locally loaded ERIC; the second consisted of the remaining 57 faculty, including those who did not answer the question, as well as those who responded that they had not used locally loaded ERIC. Data were compared using the demographic factors of discipline affiliation, number of years at UIC, rank, age, and gender. Because personal computers or terminals are not uniformly available on campus, we also compared data for points of access to campus computing systems.

Comparing the two subgroups by disciplinary affiliation, the faculty of education were evenly divided between those who used and those who did not report using the local ERIC; in each of the other disciplines, fewer than 25 percent of the faculty reported using the local ERIC. Of

TABLE 3
Comparison of the Users and Nonusers of Locally Loaded ERIC
by Discipline and by Academic Rank, N=81

	Education N=30 (100%)	Kinesiology N=9 (100%)	Psychology N=22 (100%)	Social Work N=17 (100%)	Women's Studies N=3 (100%)		
Used local ERIC	15 50.0%	1 11.1%	4 18.2%	4 23.5%	0 0		
P <.04							
	Prof. N=26 (100%)	Assoc. Prof. N=20 (100%)	Asst. Prof. N=19 (100%)	Visit. Prof. N=6 (100%)	Adjct. Prof. N=1 (100%)	Other N=9 (100%)	
Used local ERIC	4 15.4%	5 25.0%	11 57.9%	3 50.0%	0 0	1 11.1%	
P <.03							

TABLE 4
Comparison of the Users and Non-users of Locally Loaded
ERIC by Access to ADN, N=81

	have ADN acct.* N=79	ADN Point of Access			
		office N=71	dept. N=67	unit/bldg. N=65	home N=65
Used local ERIC	18/24 75.0%	11/21 52.4%	16/22 72.7%	12/18 66.7%	8/20 40.0%
Did not use local ERIC	26/55 47.3%	25/50 50.0%	31/45 68.9%	30/47 63.8%	13/45 28.9%

*P <.06

(Numerators refer to numbers of respondents answering ADN questions. Denominators refer to numbers answering the questions, among the respondents using or not using locally loaded ERIC.)

the remaining demographic factors, only rank showed a statistically significant difference ($p = <.03$, Pearson's). (See table 3.) Eleven (57.9%) assistant professors, and three (50.0%) visiting professors had used the locally-loaded ERIC, while 26 percent or fewer of the other ranks had done so. Although the higher percentage of assistant professors would indicate that relatively younger faculty used the local ERIC more frequently than did older faculty, the comparison of the two subgroups by age in five-year ranges showed no statistical significance. However, in the faculty group aged ≤ 34 years and in the group aged 35-39 years, there was a 50%-50% split between those who used the locally loaded ERIC and those who did not indicate use. In all other age ranges, over 60 percent did not use the local ERIC.

Campus computer accounts for the Academic Data Network (ADN) are available for the asking, at no fee, to all campus-affiliated faculty, students, and staff. The survey asked faculty to indicate whether or not they had an ADN account and in what locations they had access to computer connections. Forty-four (55.7%)

of the 79 respondents indicated that they had ADN accounts. Faculty were more likely to have access points in the department (70.1% of 67 respondents) or in the building (64.6% of 65) than in their offices (50.7% of 75) or at home (32.3% of 65). Between seven percent and 21 percent, however, indicated that they did not know if they had access to the ADN in any of the three workplace areas or at home.

A significantly greater percent of users of the local ERIC had ADN accounts than did nonusers of local ERIC (see table 4). On the other hand, there was no significant association between points of access and use of local ERIC. In other words, whether or not the faculty had ADN access in their office, department, building, or home was not associated with whether or not they used locally loaded ERIC; in fact, over 50 percent or more of the respondents in the group who did not use local ERIC answered affirmatively for all workplace points of access.

Use of Other Local Online Databases

The survey queried the faculty on their use of other indexes and abstracts in a

TABLE 5
Faculty Use of Indexes and Abstracts by Format*

Index	Formats							
	Paper		CD-ROM		Own search on computer		Through librarian	
Psychol. Abstracts (N=66)	22	33.3%	12	18.2%	12	18.2%	9	13.6%
Soc. & Behav. Curr. Cont. (N=65)	28	43.1	2	3.1	15	23.1	5	7.7
Soc. Sci. Cit. Index (N=63)	29	46.0	4	6.3	7	11.1	3	4.8
Arts & Hum. Curr. Cont. (N=53)	4	7.5	0	0	5	9.4	1	1.9
Life Sci. Curr. Cont. (N=52)	8	15.4	1	1.9	2	3.8	0	0
Soc. Sci. Index (N=49)	5	10.2	1	2.0	8	16.3	3	6.1
Reader's Guide (N=48)	8	16.7	1	2.1	2	4.2	0	0
Humanities Index (N=47)	2	4.3	1	2.1	4	8.5	0	0

*Numbers refer to faculty responding affirmatively; percentages are based on total answering the question. Some faculty used multiple formats.

variety of formats over the previous two years. The results are shown in table 5. Not unexpectedly, faculty used *Psychological Abstracts*®, *Current Contents: Social & Behavioral Sciences*, and the *Social Sciences Citation Index* to the greatest extent. Most used the paper format or their own computer, and relatively few had librarians perform searches for them. *PsycLIT*® (CD-ROM format) has been available at single workstations in UIC's Library of the Health Sciences since February 1992, but none of the other titles were available in CD-ROM version at UIC. Because the tape version of *Psychological Abstracts*®,

PsycINFO®, was not mounted as part of IBIS until October 1993, and because the Institute for Scientific Information (ISI)® citation databases were not available locally, it seemed obvious that some faculty were finding other end-user searching avenues to reach the databases. This was confirmed for 34 faculty (41.9%) who indicated that they used other academic and public libraries to search indexes or on-line databases.

Finally, similar to findings about ERIC, the relationship between having an ADN account and personally searching databases other than ERIC is suggestive, as

shown in table 6. Among the population of those who did their own searching on computer for the indexes and abstracts other than ERIC (a range of two to fifteen, depending on index) the comparison of those who either had, did not have, or did not know if they had an ADN account, showed statistically significant differences for *Current Contents: Social and Behavioral Sciences*, *Social Sciences Index*, and for *Psychological Abstracts*.

Conclusions

Assessing faculty response to online databases by survey provided interesting data on system use and design. The method, however, had its flaws, because of a self-selection bias among those who elected to answer the survey, the relatively low response rate (54.7%), and the apparent low recollection of the databases among the respondents. Low recollection was suggested by the number reporting their ignorance of which system they used, although Christine L. Borgman, Donald O. Case, and Dorothy Ingebretsen also reported faculty confusion over database and vendor names.¹⁵ Our survey questions were framed using the terms "IBIS" and "SPIRES/Prism." At the time, to reach BRS/ERIC, one first had to choose the IBIS entry from the Library Menu (see figure 2) or type "IBIS" from within one's computer account. The searchers then had to proceed through five more screens before beginning a search, unless they typed the file name at the third screen. In contrast, choosing the Library Menu entry "ERIC" brought up SPIRES/ERIC. Its opening screen identified the (SPIRES) Prism software. Those respondents who were unable to identify which interface they used may have answered the questionnaire without reviewing the ERIC database they had used or may have forgotten the interface name.

Another factor related to access may also have contributed to the difficulty in comparing the two software interfaces. In

TABLE 6
Relation Between Having an ADN Account and Personally Searching Databases, by Database

Have ADN account	Databases Personally Searched							
	Arts & Hum. N=5***	Life Sci. N=2	Soc. Behav.** N=15	Psych.* N=12	SSCI N=7	Soc. Sci.* N=8	Hum. N=4	Rdrs. Guide N=2
Have ADN account	4 100%	2 100%	14 93.3%	10 83.3%	7 100%	7 87.5%	4 100%	1 50.0%
Do not have ADN acct.	0 0	0 0	0 0	1 8.3	0 0	1 12.5	0 0	1 50.0
Do not know	0 0	0 0	1 6.7	1 8.3	0 0	0 0	0 0	0 0

*P < .05, **P < .01

***One respondent did not answer the question about having a computer account.

LIBRARY	
MOVE CURSOR, USE <ENTER>	
LUIS -	UIC Library catalog
ILLINET -	ILLINET Online (LCS and FBR)
IBIS -	Periodical indexes in many subject areas
ERIC -	Literature in education and related areas
LIBINF -	A guide to the UIC Library systems and services
LIBMAIL -	Electronic mail to the University Library
Hours -	Hours for the UIC Libraries
*Electronic Publications (submenu)	
*Other - Access to other libraries' systems (submenu)	
ENTER = Execute PF1 = Help PF2 = Top PF3 = QUIT PF5 = Locate	
PF6 = Retrieve PF7 = Backward PF8 = Forward PF12 = Cancel	
====>	

Figure 2. Library menu.

addition to the Library Menu, there were other avenues to each database. A searcher using only one of these avenues would not have been aware of the alternative database.

One solution to the recall problem might have been to provide aids to recall on the questionnaire, such as sample screen illustrations.¹⁶ Telephoning faculty who did not respond and those who could not remember which version of ERIC they used might have increased the response rate and perhaps helped identify which interface an individual used.¹⁷

A greater number of responses to this study might have provided guidance for future choices of interfaces. Doris J. Schlichter and J. Michael Pemberton, however, have warned about the difficulty of translating the results of user surveys into concrete decisions for future services.¹⁸ There is another kind of issue as well. The library's choice of software is based not only on faculty and student preference and use, but also on such things as storage capacity of the computer, the economics of single institution vs. interinstitutional licenses, or the complexity of multiple arrangements by which an institution provides the information resources needed by its campus.

In other words, even unflawed user studies are only one factor in deciding appropriate software for online resources.

Despite the limitations and caveats, this survey did provide a case study of use of two different software interfaces for the same locally loaded database content. A year after the databases became available, the few faculty showing a preference for one or the other

chose the customized BRS MENTOR interface used in IBIS/ERIC over the SPIRES/ERIC interface for most functions. Most faculty had no preference, suggesting that their retrieval results were more important than the system used or that the differences were not significant.

Among the respondents who had used only one or the other interface or did not know which interface they had used, the satisfaction rating in overall ease of use apparently did not depend on the number of features they had used. The survey results suggest a general hierarchy or cluster of user approaches to bibliographic databases, with the functions of author or subject searching and displaying most crucial. The data do not indicate whether these patterns are based on users' bibliographic or information needs, on the convenience of the software or the hardware systems, or on the users' skills. Because the respondents who used both interfaces reported using all functions, it is likely that user's skill levels account for not using some of the functions, in which case instruction may, over time, change the patterns.

The survey also provided data on characteristics of faculty who used electronic online systems by comparing faculty who

had used the locally loaded ERIC with those who had not. Although Jan Horner and David Thirlwall found variation across disciplines regarding any kind of use of machine-readable databases, they found less variation among all disciplines for end-user searching.¹⁹ We did not find significant differences among disciplines studied. Although only academic rank showed statistical significance, analysis of rank and age pointed to a greater use of the locally loaded ERIC among younger faculty in beginning ranks. More important, perhaps, were the findings which associated having a campus computer account (ADN) with use of the locally loaded ERIC and with use of the locally loaded *Current Contents: Social and Behavioral Sciences* and H.W. Wilson's *Social Sciences Index*.

Because computer connections through terminals or personal computers are not uniformly accessible in offices or buildings across the UIC campus, we expected to find place of access significantly associated with the use of locally loaded databases. Other studies have shown inconsistent results about whether the availability of computers or terminals contributes to faculty searching online databases.²⁰⁻²² Our own study did not show any statistically significant association between place of access and the use of the locally loaded databases. Thus use of these databases may simply be a function of scholars' time and patience in learning the systems, as suggested by Stephen Lehmann and Patricia Renfro.²³ Demographic analysis suggests a direction for change: since the faculty who are using online resources are at the beginning stages of their academic careers, it is likely that they have learned to use online databases as students and continue to use them in spite of some inconvenience in learning new systems.

Taken together, the findings concerning rank, age, and ADN accounts recommend a strategy for promoting local online resources and helping faculty to take

advantage of the power and potential convenience afforded them. If remote use of online resources depends on campus computer connectivity, librarians who are involved with new faculty orientations could encourage faculty to acquire the necessary computer accounts for remote use of library resources. Working cooperatively with the computing center, the library could issue accounts, thus increasing convenience of access for faculty, as well as students and staff.

This study suggests that there is a range of faculty use of local online resources across departments. On the one hand, there has not been an immediate adoption of the online sources of even those indexes and abstracts that are used in print forms; many faculty continue to

It is likely that many faculty will continue to do at least some of their work in ways similar to those that they are using currently.

use print resources as they have in the past. Further study would be necessary to determine whether intensive promotion of the resources would increase use. On the other hand, as increasing numbers of newly hired faculty are likely to have used online resources as students, we may expect to see both a greater use of databases and a wider range of databases used in the future.

Still, since not all information needs are met through these resources, it is likely that many faculty will continue to do at least some of their work in ways similar to those that they are using currently. This could mean using citations in known references to find new information sources, as Harriet Lönnqvist's study suggests is characteristic of mature scholars, or using resources of other institutions.²⁴ The more complex question is to what extent libraries can afford to commit resources to both print access services and to electronic resources and for how long a time.

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Book Reviews

Les Catalogues En Ligne: Enquête à la Médiathèque de la Cité des Sciences et de l'Industrie—Panorama des Recherches. Ed. Mohamed Hassoun and Danielle Roger. Villeurbanne, France: ENSSIB [Ecole nationale supérieure des sciences de l'information et des bibliothèques], 1994. (ISBN 2-910227-04-9.)

The OPAC includes so much more, now, than mere books, catalog records, and even libraries. At the old OPAC Internet telnet addresses—"melyvl.ucop.edu" or "hollis.harvard.edu" or "library.ox.ac.uk" or "caen1.unicaen.fr"—users now can find full-text and campus directories and bulletin boards and the contents of CD-ROMs and images and connectivity all over the world and music and . . . so much more, some think, than mere books. And yet the books are there, still: giant libraries in dozens of countries in hundreds of institutions holding millions of books—no longer the meager OPAC offerings available online only a few years ago.

All of this growth has been exciting. The "Digital Library" and the home delivery of multimedia information have been as fascinating to librarians as they are to computer enthusiasts, Internet hackers, video game players, entertainment industry moguls, and politicians who currently are promoting them. It is too easy, though, with telecommunications as with any other new technology, to lose sight of the user. As the electronic sophistication of the library OPAC grows, the uninterested user, particularly—the user who is too busy or is just plain not interested enough to learn library organization, much less online search and retrieval techniques—increasingly is in danger of becoming buried or being excluded.

This is no less a problem in France than it is in the United States. Hundreds of

French libraries—some very small—have been available by direct dial-in from Minitels for several years. Dozens of other libraries in France have mounted full-scale interfaces either on the Minitel or on the Internet or on both. Users who dial in encounter a full and still growing panoply of online services: everything from "send a message to the librarian" to one-stop shopping information arrays similar to those offered by United States OPACs. In this, the French OPAC faces the same user definition problem faced in the United States: who are the users, what do they want and need, who is being included, who is being left out?

Editors Mohammed Hassoun and Danielle Roger provide several useful resources for addressing these questions. The book contains a traditional, rigorous OPAC user study: questionnaires, meticulously analyzed responses, tentative conclusions, subjects for "further investigation." The inquiry is broadened by the addition of Micheline Hancock-Beaulieu's comparative data in a study of OPACs and user studies in the United Kingdom, and an excellent and international analytical bibliography by Roger. Interestingly, the OPAC selected for the basic French study is not traditional: the "Médiathèque de la Villeite," an experimental library at the center of the giant "Cité des Sciences" science park in Paris. Some of the distinctive characteristics of its user population are outlined ably by the Médiathèque's Maria Witt.

One—American—question which might be asked of these researchers is the effect of prior exposure to the Minitel on these library OPAC users. The Minitel, after all, a uniquely French institution: no other nation can boast or complain of an



extensive national videotex network on which it already has trained generations of computer users. The present study asked the question, "Do you regularly use a micro-computer or a Minitel?," and then refined the question further by asking whether this involved a computer at home, at work, video games, Minitel, or a computer in some other context.

One interesting observation of the study was that while home and work computer usage correlated with frequent OPAC use, Minitel usage correlated inversely: users of Minitels don't use library OPACs so often, it is suggested, or at least users of library OPACs don't use Minitels. This observation deserves further examination, as it could hold a key to a multitude of questions now cropping up—in France, the United States, and elsewhere—as the new commercialized Internet (now somewhat analogous to "the Minitel") confronts an increasingly diminished public library sector (somewhat analogous to "the OPAC"), and networked information begins to deal with the widening social and political gulf between "information haves" and "information have-nots," both online and off. More knowledge about the frontier between public sector/public use applications (e.g., many libraries) and private sector/commercial uses (e.g., many applications on the Minitel and on the newly commercial Internet) would be much appreciated in Internet development.

The search for new uses of the Internet and of the Minitel and of libraries in the networked information age is nothing less than a search for new definitions. Old ideas of "academic testbeds," of "Minitel Rose," and of warehouses containing only printed books no longer serve. The users are, or ought to be, the most important part of the new definitions, helping librarians to identify who they are, what they want and need, how they will get it, whether they are users of "telnet" or "videotex" or "printed books" or of some amalgam of all three. User

studies, such as that presented here, are badly needed: so much the better if they are international in scope and can provide the basis for comparative study at a time when users' access to networked library and information resources rapidly is becoming international itself.—*Jack Kessler, kessler@well.sf.ca.us*

Serrai, Alfredo. *Biblioteche e bibliografia: Vademecum disciplinare e professionale.* Ed. Marco Menato. Roma: Bulzoni, 1994. 446p. Lire 70,000.000. (ISBN 88-7119-701-1.)

This book offers much more than its title indicates. If it were primarily a guide to Italian librarianship, it would be of only limited interest outside that one area. But besides being a wide-ranging if unconventional guidebook, this collection of essays presents a passionate critique of Italy's sense of cultural heritage. No segment of the Italian library world is spared from critical scrutiny that is both militant and idealistic. The subtitle's term "vademecum" is apt, not just as a name for a manual, but also as a call to "go with me," in this case with a librarian whose thirty-year career began with a strong foundation in philosophy and in the history of sixteenth-century bibliography, followed by successive appointments as director of two major Roman libraries—the Casanatense and the Alessandrina—then, since 1980, a professorship at the University of Rome. Since 1984 Serrai has edited the journal *Il Bibliotecario*, where he and colleagues have published studies on bibliography and the profession in general. He has published voluminously in the fields of library history, bibliography, and the education of librarians, with some eighteen books and hundreds of articles and reviews. This collection is based mainly on essays drawn from the journal with which he is personally identified.

The editor, Marco Menato, has done a remarkably good job of organizing a diverse assortment of essays into a thematic framework. Totalling about 100 pieces,

eighty-nine were chosen and updated from the 144 "schegge" published in the first series of *Il Bibliotecario* (1984-1993). The term "schegge" can be loosely translated as "critical notes," though Serrai calls them "public reflections," in which he takes the role of provocateur in areas colleagues might try to avoid. Using the four-page table of contents with all essays noted as subsections of thirteen major divisions, readers can dip into whatever sections are of interest.

Serrai's concerns cluster in three major areas. The largest part of the book is devoted to bibliography and bibliographic description (six sections), followed by libraries and library history (three large sections), and the education and image of librarians (three sections). Two general essays are less classifiable: one, the introductory essay on the concept of information, is a demanding survey of cognitive theory that leads to the author's own twelve-point theory of information. A final essay, actually the last of the critical pieces to appear in Serrai's journal, offers a bitter last word that reflects profound demoralization with the state of Italian libraries in general and with what the author sees as a mindless turn toward "computopia." Three appendices offer further insight into Serrai's perspective, mainly a sense that librarians need to look backward as well as forward, drawing on the legacy of bibliographers and critics who preceded them. The lively criticisms Venetian bookseller Justus Ehardt expressed in 1875 are still relevant today, while Nicholas Bundling's 1703 outline of coursework for a bibliographer's education epitomizes Serrai's reverence for a past master's rigorous standards of education and exactitude. Serrai's statements to a parliamentary commission on "beni culturali" indicate his hope that government support will be focused more intelligently and discriminate more carefully between restoration of cultural artifacts and the ongoing responsibilities of libraries.

While the anthology includes positive comments, practical methodology, and a great deal of constructive criticism, what stands out are the descriptions of things that have gone wrong. Serrai concedes that many are not unique to Italy. Among the more notable critical themes are a pervasive bureaucratic mentality at all levels; a lack of care among administrators and the government officials who impose misinformed notions on library planning, architecture, and cooperative projects; overexpenditure on poorly allocated staff who provide only limited service to library users; a mindless application of automation, where computing systems become more important than principles of bibliography; a lack of cooperation between libraries; an erosion of the profession, with too much attention to standardization and not enough concern with needed specialization; a growing tendency to treat books as artifacts or relics, not as living intellectual statements that should be as accessible to scholars as possible. Serrai uses strong language throughout, but especially where automation is discussed. He sees "barbarism" everywhere in today's Italian libraries, where "toxic clouds" or "smog" spread "arrogance, egotism, and *burocratismo*" over the best intentions. Dysfunction, chaos, and betrayal are at the worst end of the spectrum the author surveys, while a more benign "comedy of errors" characterizes other areas, such as changes in the National Library in Rome. "Smog" may be the best metaphor to explain how Serrai views what is wrong, since it cannot easily be blamed on individuals or isolated events, but rather on a collective mentality of neglect and indifference.

Several essays stand out as potentially important sources for the future. One is the set of comments on university libraries, focused on the University of Rome. The essays in this section describe how recent efforts at reformation have gone astray and trace a prescriptive course for the consolidation of the university's de-

centralized library system. Among the most useful aspects of this and other sections are the citations of articles, studies, and official publications to illustrate particular controversies. These references indicate not just erudition, but also an awareness of contemporary opinion, from Italian newspapers where scholars and literary figures frequently publish articles on the nation's libraries, to European monthlies such as the *Economist* where there have been dossiers on problems facing contemporary libraries.

The most carefully crafted essays are in the sections on bibliography and bibliographic description, where historical development is discussed in depth and applied to contemporary cataloging principles. An article on Mercury as the god of libraries and bibliography might be seen as the author's central message: that the Renaissance concept of "Mercurius in Trivio"—careful indexing and reference tables originally associated with guideposts set at crossroads for travelers—should motivate those concerned with preserving and disseminating knowledge. Within the sections on bibliographic description, the essays grouped under the heading "Automation" show Serrai's most acute disappointment. Several essays deal with initiatives of the Servizio Bibliotecario Nazionale (SBN) to computerize Italy's libraries, an effort that began its most recent phase in 1980. Serrai agrees that this could be a positive initiative if directed by leaders who act intelligently and with expertise. Instead, all seems driven by technocrats who often do not understand libraries. The result is a massive expenditure of funds for developing advanced automated systems, while there is dangerous neglect of fundamental problems.

On the surface, these essays are aimed at both the neophyte and the seasoned professional who wish to reflect on libraries and librarianship with a special focus on Italy. But Serrai has already written more straightforward manuals and his-

tories, all well respected and regularly cited in publications on Italian libraries. This collection seems more useful in the long run as a representation of its time, a personal testimony. In a country with some of the world's best historical libraries and archival collections and where influential bibliographers from the sixteenth century on have created a distinguished tradition of analytical study of paleography, books, and printing, it is well worth knowing the views of a contemporary critic who has been involved with three decades of library development.

Serrai deserves to be known outside Italy not just for his frustration with his own country, but also for what he has written on the role of libraries, bibliography, and bibliographic classification in general. Just as Armando Petrucci, Roger Chartier, Henri Martin, and Geoffrey Nunberg have turned scholars' attention toward the significance of writing forms, printing history, reading, and libraries, and as more attention is being paid to the taxonomy of knowledge, research is likely to turn as well to other areas where it can be shown that libraries play an active role in our conception of history and national identity. Maybe Serrai does excessively curse the darkness. He certainly contemplates his own form of utopia, the best of all possible worlds where every librarian is thoroughly educated and committed to public service, where every library is a sanctuary for learning, offering accessible and impeccably described holdings. In the face of difficult realities facing librarians in every country, this is indeed wishful thinking. For Italian libraries there is still a need to examine more fully the implications of regional rivalries and competing interests so characteristic of a relatively young nation, as well as the entrepreneurial development of private collections that are now the focus of cooperative programs. Though further questions remain, this book's underlying idealism represents traditions of

scholarship and service that survive even in the age of the information engineer.—*Mary Jane Parrine, Stanford University, Stanford, California*

Wittig, Rob (for In.S.Omnia). *Invisible Rendezvous: Connection and Collaboration in the New Landscape of Electronic Writing*. Hanover, N.H.: Wesleyan/Univ. Pr. of New England, 1994. 187p. \$18.95 (cloth). (ISBN 0-8195-5275-5.)

Invisible Rendezvous has two main themes. One is a history of Invisible Seattle (In.S.Omnia is an abbreviated form of Invisible Seattle Omnia), a performance art and computer bulletin board group, many of whose participants work in the publishing or printing trade. The other is a treatise on the effect of computer networks and group communication on writing and creative efforts in general.

Between chapters group members provide pictures of themselves in action, their projects, copies of e-mail messages, charts, and graphs to illustrate their philosophy. On several reprinted flyers they invite the participation of "artists, poets, actors, dancers, architects, idle men, fallen women, all persons of slender means, dubious antecedents, and questionable loyalties."

Invisible Seattle is passionate in its quest to find and free the artist in everyone. Its project to write a novel of the city, with all the inhabitants contributing, is characteristic. "Literary workers" donned white coveralls and stopped people on the city streets, asking them to tell a story or complete unfinished sentences. There would not be one official version of the book, but a number of variations on the story. The protagonist and the love interest, Terry, were never identified by gender. The group also compiled an "atlas" of the city, composed of locations collected, again, from people on the street, and offered building permits for new or modified constructions (asking if an addition to the structure would include ears, feet, or wings). Another Invisible Seattle project drew up a new, alternate constitution.

Invisible Seattle also created a computer bulletin board through which members and others could communicate electronically and write collaboratively. A considerable portion of the book is devoted to discussing the way this medium affects the creative process. This analysis is tied into the works of Jacques Derrida (one of the sponsors of their Fulbright grant), and Michel de Certeau, Umberto Eco, and Georges Perec are among those listed in the bibliography.

Alas, the organizers of In.S.Omnia seem to think they have created something new. Writing and creating collaboratively, however, is certainly not a new development. One of the examples given in the book, wherein one computer group user starts a story and others join in and add sentences, is reminiscent of a child's party game in which each child adds a sentence in turn. Using this technique in cyberspace is merely moving it to a new medium.

While Invisible Seattle's passion is admirable, and some of its ideas are thought-provoking, it falls prey to a common fault of the passionate—that they alone have discovered the Promised Land

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and that everyone else would be improved by adopting their frame of mind.—Julie Still, Rutgers University, Camden, New Jersey

Short Notices

The Economics of Information in the 1990s. Ed. Jana Varlejs Jefferson. N.C.: McFarland, 1995. 93p. \$15.95, paper. (ISBN 0-7864-0130-3.)

These proceedings of a 1994 symposium at Rutgers University contain five contributions, an introduction and conference discussion, and an annotated bibliography. Its central concern is to assess the impact of digital technology on the economics of information production, storage, and dissemination. The papers come from five very different perspectives: an economist (Malcolm Getz), a library school researcher (Paul Kantor), a publisher (Janet Bailey), a public interest advocate (James Love), and a library director (Arthur Curley). Although each is of some interest, they are all quite short—barely scratching the surface of such a complex (and crucial) topic. (BW)

McDermott, Patrice. *Politics and Scholarship: Feminist Academic Journals and the Production of Knowledge*. Champaign, Ill.: Univ. of Illinois Pr., 1994. 197p., alk. paper, \$13.95. (ISBN 0-252-02078-2.)

Politics and Scholarship examines the history of three feminist academic journals and traces their evolution and transformation: *Feminist Studies*, *Frontiers*, and *Signs*. McDermott chooses journals affiliated with major research universities in order to investigate the different ways they address both the feminist and the scholarly communities. She shows how, increasingly, feminist scholars choose to publish in feminist journals that replicate traditional academic publishing standards because of the recognition afforded them by tenure and promotion review committees, as well as their wider audiences and more stable financing. (EW)

Journal of Electronic Publishing. Ann Arbor: Univ. of Michigan Pr. (ISSN 1081-2711.) URL: <http://www.press.umich.edu/jep>.

As of June 1995 this "electronic archive" on electronic publishing included thirteen articles, divided into six categories: Copyright Issues, Digital Issues, Economic Issues (with FAQs on "usage-based" pricing by two University of Michigan economists), Imaging Issues, Policy Issues ("Institutional and Policy Issues in the Development of the Digital Library"), and Technical Issues (e.g., a critique of HTML by Philip Greenspun). Some of the articles provide hypertext links. The phrase "a lawyer has at his touch" connects, aptly enough, to the homepage of Cornell Law School's Legal Information Institute, and the terms "adze" and "diao" to dictionary definitions. Unlike much of what one finds on the Web, however, this particular publication is clearly more interested in providing substance rather than flash. (SL)

Haricombe, Lorraine J., and F. W. Lancaster. *Out in the Cold: Academic Boycotts and the Isolation of South Africa*. Arlington, Va.: Information Resources Pr., 1995. 158p. \$29.50. (ISBN 0-87815-067-6.)

Stemming from Haricombe's dissertation at the University of Illinois, this study "was designed solely to determine to what extent scholarship in South Africa may have suffered as a result of various manifestations of an academic boycott." These manifestations included the banning of South African scholars from conferences, rejection of manuscripts by South African scholars for publication, nonrecognition of South African degrees, etc. Access to information played a key role in the boycott, and the authors devote some attention to the debate among librarians (especially at the 1987 ALA conference and its aftermath), and to the actions they and publishers took to isolate South African scholarship. The bottom

line is that the academic boycott (such as it was) was more a nuisance than an effective agent for change in South Africa, in part because many of the restrictions were, in fact, quite easy to get around. (An exception was copies of dissertations, which UMI refused to supply.) A most interesting work. (SL)

Building Partnerships: Computing and Library Professionals. Ed. Anne Lipow and Sheila Creth. Berkeley, Calif.: Library Solutions Pr., 1995. 102p. \$29, paper. (ISBN 1-882208-18-8.)

The papers in this volume were presented at a two-day program designed to bring together librarians and computing professionals to talk about how to work

collaboratively in new ways. The goal was to explore common interests and acknowledge the real differences of perspective. Clearly, the increasing interdependency of libraries and campus computing centers is uncomfortable for both sides. The resulting book is useful but very tentative—mostly affirmations of the importance (and difficulties) of collaboration with brief descriptions of nine specific collaborative projects underway at various campuses. Perhaps most useful is the more extended paper tracing the recent history of computing/library interaction at Rice University. (BW)

Contributed by Stephen Lehmann, Bob Walther, and Ethelene Whitmire.

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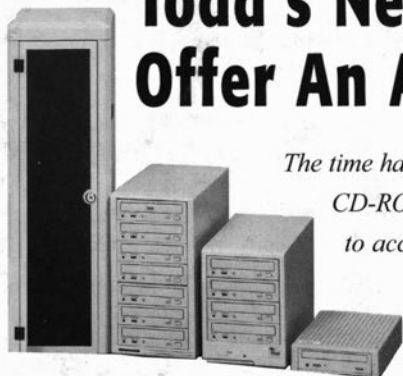
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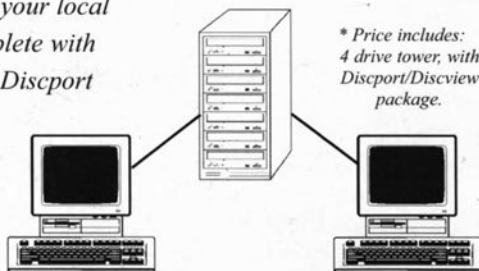
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