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BOOK REVIEW DIGEST

Addition of 32 Periodicals Provides

Broader Scope

Deeper Coverage

During the past year, the Company, with the help of an advisory committee of librarians, completed a study of *Book Review Digest*.

Beginning with the March 1980 issue, *Book Review Digest* now provides new and additional coverage, especially in the fields of history, business, labor, management, and science. Black studies, particularly historical aspects, and comparative literature, due to the addition of *World Literature Today*, also receive increased attention.

The following review media in the fields of children's and young adult literature have also just been added: *Appraisal*, *Bulletin of the Center for Children's Books*, *Canadian Materials (Canada)*, *Growing Point (Great Britain)*, *In Review (Canada)*, *Interracial Books for Children Bulletin*, *Science Books and Films*, and *Voice of Youth Advocates*.

The termination of the requirement that Canadian books be distributed in the United States as a qualification for listing, and the addition of *Books in Canada*, and *Quill & Quire* will result in increased Canadian listings.

The requirement of four reviews for a work of fiction in children's and young adult books

has been reduced to three; these can be quickly accessed through the Subject and Title Index under the headings Children's literature, and Young adult literature. Adult fiction titles continue to require four reviews to be included.

Book Review Digest now covers current fiction and nonfiction appearing in 83 journals (18 journals were deleted). Reviews of approximately 6,000 books a year are included. Each book is entered by author (or title, if appropriate), with price, publisher, year of publication, descriptive note, citations for all reviews, ISBN's when available, and excerpts from as many reviews as are necessary to reflect the balance of critical opinion. These listings are followed by Subject and Title Index.

Assisting the Company in the study of *Book Review Digest* was an advisory committee consisting of Richard K. Gardner, Chairman, Patricia K. Ballou, David G. Cook, Robert W. Evans, Jane Richter, Patricia Simon, and Margaret A. Stewart.

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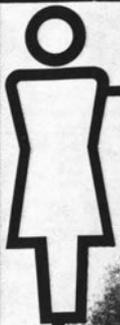
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Instructions for authors: Manuscripts are to be typewritten, double-spaced, and submitted in two copies. The title, name, and affiliation of the author and an abstract of 75 to 100 words should precede the text. Bibliographical references are to be consecutively numbered throughout the manuscript and typewritten, double-spaced, on a separate sheet or sheets at the end. The journal follows *A Manual of Style*, 12th ed., rev. (Chicago: Univ. of Chicago Pr., 1969), in matters of bibliographical style. Authors may consult recent issues of the journal for examples of the style. Further information on submission of manuscripts is included in a statement in *College & Research Libraries* 41:67-68 (Jan. 1980).

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A partial list of the services indexing or abstracting the contents of *C&RL* includes: *Current Contents: Social & Behavioral Sciences*; *Current Index to Journals in Education*; *Information Science Abstracts*; *Library & Information Science Abstracts*; *Library Literature*; and *Social Sciences Citation Index*. Book reviews are included in *Book Review Digest*, *Book Review Index*, and *Current Book Review Citations*.

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The Editor's Job

Cosmo Fishhawk, the Perfesser, sits at his desk and grumbles: "The trouble with editors is they are always critical of anything we write. They're forever correcting and changing." So begins another episode in the relationship between the Perfesser and Editor Shoe in Jeff MacNelly's comic strip.

Smiling with MacNelly's characters, those of us in writing and publishing acknowledge this relationship between author and editor. The author as creator prepares a manuscript, the editor as gatekeeper accepts or rejects it. Often the acceptance is tinged with many qualifications and requests for change. Still it is a necessary relationship in publishing—both author and editor are required.

W. Boyd Rayward assessed the editor's role in our May issue, and he described a job we have tried to follow: "Editors are anonymous sorts of people. They should be supportive, critical, sensitive to what is being presented, and they should be aware of and insist on the highest possible standards. . . . The editor is there to help."

The editor is not alone, however. During our six years with this journal, we have benefited from the continuing advice and aid of a dedicated editorial board, the nucleus for our corps of referees. With their counsel we have selected for publication 229 manuscripts from the 772 submitted.

The ACRL Publications Committee and Board of Directors have been supportive of the journal and approved expanded budgets that enabled us to include the thirteen-article centennial series in the 1976 issues, to devote one issue in 1979 to theme papers from the first ACRL national conference, and most recently to publish a cumulative index. Each of the executive secretaries of ACRL with whom we have worked, Beverly P. Lynch and Julie A. C. Virgo, has been a constant source of help and encouragement. We remain indebted to Eileen Mahoney and the staff of the Central Production Unit for the care and attention they have given to the journal.

We thank Elaine L. Downing and Kathryn C. Franco, the two assistant editors, and Eldon W. Tamblyn, who has prepared not only the annual index since 1975, but also the helpful index to *Libraries for Teaching, Libraries for Research*, which included the centennial articles, and the recently completed cumulative index for volumes 26 to 40.

All academic librarians remain grateful to Eugene P. Sheehy and his associates for their semiannual review of new reference books. The review section of this journal has assumed increasing importance, and we thank the 340 librarians for their reviews of 671 volumes.

The strength of an association is in continuing and new membership participation and leadership. As we complete our term as editor, we are pleased to welcome a new editor, C. James Schmidt. We extend to him congratulations on his appointment and hope he will find this assignment the same stimulating experience we have.

R.D.J.

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Columbia's Two-Track System

The two-track system of professional ranks and position categories at the Columbia University Libraries was implemented in 1973-74, developing from an earlier staff committee recommendation. The origins of the system are directly related to the response of the librarians to the "Columbia Crisis of 1968" and to the issue of faculty status. Columbia's statutory recognition of librarians as academic officers of the university as early as 1911 clearly influenced both the university's responsiveness to the development of the system and the staff's concern for improving the status of librarians and developing meaningful criteria for the recognition of professional distinction.

THE GENERAL OUTLINE of professional staff organization at the Columbia University Libraries includes two parallel elements, (1) a system of professional ranks and (2) a system of position categories. With the exception of a few senior officers, each professional librarian holds a *position* that is classified into one of five categories on the basis of the degree of administrative or policy-making responsibility involved. In addition to a position assignment, each professional staff member holds a title denoting professional *rank*, which is independent of the position and which reflects the level of professional achievement of the individual, largely as seen by peers, that is, librarians within the Columbia system and other professional colleagues.

One element of this two-track system, which was implemented in 1973-74, was developed in response to the "Columbia Crisis of 1968" and the issue of faculty status for academic librarians. Prior to the development and implementation of these systems, Columbia had a traditional one-track position classification scheme for librarians.

Although Columbia was only one of a number of universities that suffered violent student disruptions in the late 1960s and

early 1970s, there were certain internal factors that contributed to the intensity of the crisis and culminated in the still controversial police "bust" the night of April 29-30, 1968.

As *The Cox Commission Report* points out, "the administration of Columbia's affairs too often conveyed an attitude of authoritarianism and invited distrust."¹ Friction between the university administration and the faculty, indifference to student opinion and needs, a faculty structure which discouraged involvement in decision making, as well as the lack of a university senate, were internal realities that, coupled with the social unrest of the times, made Columbia ripe for revolution. Following the crisis, Columbia embarked upon a major study and restructuring, a process that eventually led to a more responsive system of governance.

Librarians quite early articulated their concern for an active role in the effort to reorganize the university. At a general meeting of the department and division heads on May 7, 1968, Richard H. Logsdon, director of libraries from 1953 to 1969, responded to this concern by establishing the study committee, which was created to make recommendations concerning the role of the libraries in the restructuring process.

Initially, the study committee concentrated on university-wide issues and suc-

Frederick Duda is assistant university librarian for personnel, Columbia University Libraries, New York City.

cessfully convinced the executive committee for the restructuring of the university that librarians should have representation on the first university senate, which was established at Columbia in May 1969. The other two areas of primary concern were the nature of the relationships of the libraries with students and faculty and the status of librarians.

In 1969-70, the study committee was reconstituted as the representative committee of libraries and completed its work on the question of the role and status of librarians within the university. The representative committee of librarians completed this inquiry when it submitted two documents to Warren J. Haas, who became university librarian in January 1970: "A Recommended System of Professional Levels," September 17, 1970, and "Draft Proposal for Peer Evaluation," October 29, 1971.

The evolution of these recommendations for the implementation of a one-track professional system of ranks to the current two-track system occurred over a period of several years and was influenced by several factors. Before exploring these factors, however, the reasons why collective bargaining and faculty status were not considered viable systems of organization should be noted.

COLLECTIVE BARGAINING AND FACULTY STATUS

Gwendolyn Cruzat's observation on why some librarians in research libraries have rejected both collective bargaining and faculty status is applicable to the Columbia situation:

The academic librarians in such environments have been accorded, in most instances, status as librarians. That is, they play a role in the governance of many of these institutions by having representation in the institutions' senates or other policy making bodies. They also serve on the standing and special committees appointed by these bodies. There are also institutions, such as Harvard University, where librarians decided to work for a kind of status different from that of the faculty.²

As early as 1911, the Columbia University *Charters and Statutes* defined librarians as a distinct group allied with the faculty in accomplishing instructional and research

objectives. The 1911 *Statutes* not only defined librarians as academic staff but also equated librarian titles to the four professional ranks.³

The nature of the status of librarians at Columbia was clarified in subsequent revisions of the *Statutes* so that it was understood that librarians ranked with officers of instruction with respect to university benefits and privileges. Within this framework the university librarian, with authorization from the executive vice-president for academic affairs and provost, has the flexibility to develop a system of organization for the professional staff that will both meet library service objectives and provide mechanisms for recognizing and rewarding librarians on the basis of their functional responsibilities and individual contributions.

The consensus of librarians at Columbia in the late 1960s was that faculty status implied adherence to faculty standards for appointment, promotion, and tenure and that such on adherence would lead to an obfuscation of their basic role as academic librarians. Although they believed that "there are several levels of librarianship, with a range comparable to the range among faculty,"⁴ they also believed that they should develop their own model rather than adopt one which neither reflected their functional roles nor accommodated their conception of distinction.

EVOLUTION OF THE TWO-TRACK SYSTEM

The system of professional ranks and the peer review process recommended by the representative committee of librarians in 1970 and 1971 was similar to systems in existence or under development at a number of institutions. The evolution from this system to the current two-track system occurred over a period of almost five years. This seems to be a relatively long time; however, a number of other activities at Columbia during this period both affected the priority given to the system and influenced its final form.

During the early 1970s higher priorities had to be given to the development and implementation of a new classification scheme for the recently unionized supporting staff, as well as to training supervisors in contract and grievance administration. It was during

this period, also, that the libraries developed its goals and procedures for the university's first affirmative action plan, which was accepted by the Office of Civil Rights in December 1972.

Another key activity at Columbia at the time was the Booz, Allen, and Hamilton management study, which was sponsored by the Association of Research Libraries in cooperation with the American Council on Education. This study, which was completed in 1972, was one of the key influences on the development of Columbia's two-track system. The other primary influence was a combination of staff input and Haas' concepts of the nature of academic librarianship.

In analyzing the staff structure at Columbia, the management study made the following observation:

Evaluation of present staffing patterns at Columbia in terms of principles developed through experience in a variety of institutions that can be applied to research libraries indicates several limitations which should be overcome. Of particular importance to Columbia's ability to cope effectively with future requirements is the inadequacy of present staffing patterns in focusing professional effort and in developing specialized capabilities and career opportunities. Because advancement tends to follow administrative lines, librarians interested in careers in a subject area or professional field are limited in their opportunities for career progression. The present plan tends to force excellent staff into administrative positions as the only channel for advancement in the system. In addition, professionals with responsibility for particular small operating units often perform nonprofessional and clerical tasks to justify their full-time assignment to the position; this, of course, diminishes user access to and utilization of these highly skilled librarians.⁵

The problem of career progression, which was a concern of many library administrators at the time, was noted by Donald Cameron and Peggy Heim in the compensation surveys they conducted for the Council on Library Resources for 1969-70, 1970-71, and 1972-73. Although Cameron and Heim offered no one solution, they suggested several devices which might resolve the problem. Two of these devices are relevant to the Columbia situation:

Still another way would be to abandon the de-

partmental structure altogether. One variation would be to classify professional librarians on some kind of scale which would allow for promotion without administrative responsibility and would reward distinguished service to students and faculty and to learning at large. A second variation would involve a reexamination of academic and professional requirements for initial appointments and for subsequent promotion. In both variations the problem is the establishment of appropriate criteria.⁶

Little consideration was given to abandoning an administrative or departmental structure at Columbia because it was apparent to the library administration and most of the staff that administrative and supervisory responsibilities were integral functions of many positions. This was also observed in the management study, which recommended the development of five classes of librarian positions.⁷

It is difficult to separate Haas' contributions to the development of the two-track system from the input of various members of the staff. Although the management study noted that working relationships and communications at Columbia had "improved through the use of committees, staff meetings, and memoranda," they were still considered inadequate for various reasons, including feelings of distrust among the staff resulting from a lack of involvement in management decisions.⁸ Had there been no management study, it is apparent to those who worked closely with Haas during the eight years he was university librarian at Columbia that there would be more staff involvement in the decision-making process.

CHARACTERISTICS OF THE SYSTEM OF PROFESSIONAL RANKS

The system of ranks and peer review at Columbia was established to benefit both the members of the professional staff and the libraries. For the librarian, the plan establishes a mechanism to acknowledge professional growth and accomplishment. The system of ranks provides for recognition of individual merit, quality of performance, and professional and scholarly contributions. Further, it allows each librarian to receive appropriate financial compensation and significant professional advancement without necessarily assuming management responsibility. The evaluation and review proce-

dures for promotion in rank are intended to help assure that each librarian will be appraised fairly on the basis of stated criteria. These criteria provide guidelines for uniform assessment throughout the library system and facilitate recognition of achievement.

The system is based on the premises that librarianship is a field in which a variety of skills and talents are valued and that the quality of library operations is governed by distinctive professional performance. The system of ranks and the related performance review process encourage individual professional development in the context of library and university objectives and thus are aimed at the development of an effective professional staff of the highest quality to provide excellent library service to the university.

With the exception of the university librarian, each member of the professional staff holds one of four ranks. Initial determination of rank and subsequent promotion are largely governed by a review process conducted by the professional review committee. While the recommendations of this committee are advisory to the university librarian and ultimately to the university administration, the work and judgment of the committee are fundamental to the ranking process. Committee procedures have been carefully established to assure comprehensive and fair reviews while maintaining confidentiality. General descriptions of the four professional ranks follow:

Librarian I. This rank designates the beginning level of librarianship. The title Librarian I is assigned to individuals who have completed the required professional and/or other graduate training, but have little or no pertinent experience in research or academic librarianship.

Librarian II. This is the initial career rank, and individuals promoted to Librarian II are those who have adequately displayed professional skills and perceptions as well as an affinity for academic and research librarianship.

Librarian III. This is the principal professional rank, which it is assumed a majority of staff members will attain. It generally indicates that the individual has mastered the skills and techniques of librarianship, has demonstrated a high level of professional performance, and has made meaningful professional contributions.

Librarian IV. This highest professional rank is re-

served for individuals who have made distinctive contributions over a significant period of time to the university libraries and to the profession. Promotion to Librarian IV is exceptional rather than usual.

Criteria for Promotion

The general criteria for promotion in rank are quality of performance in the area of the candidate's responsibility, as well as the quality of service on library committees and task forces, library instructional activities, professional activities outside the library, research and academic achievement, and participation in university affairs. The criteria are not of equal significance, and the degree of importance given to any one of them may vary from one candidate to another.

It is the intent of the system to foster the professional development of the individual through external activities and the pursuit of advanced degrees in conjunction with, but not at the expense of, fulfillment of responsibilities to the Columbia libraries. Although talents, inclinations, and specialties of individuals and demands of positions may vary, high quality job performance is one criterion which must be met for any promotion.

Advancement in rank is not automatic upon cumulation of years of experience, but is based on appraisal of the performance of each librarian. In promotion from ranks I to II and II to III, job performance is typically the single most important factor. In promotion from ranks III to IV other factors in addition to job performance are given increasing weight. The specific criteria, which are summarized below, are similar to those found at a number of institutions which have either faculty status or comparable ranking systems.⁹

Job Performance. Among the factors considered are: consistency of performance, ability to innovate, initiative, ability to work effectively with others, responsibility, ability to organize work, ability to relate job functions to the more general goals of the library and university, response to criticism, dependability, accuracy, oral and written skills, judgment, professional attitude, adaptability, and leadership.

Library Committees and Instructional Assignments. The quality and extent of contributions made to the solution of library problems through

service on internal committees, task forces, and the instructional program are considered, even though such service may be unrelated to the individual's primary area of responsibility. Among the factors considered are: fulfillment of basic obligations of attendance and participation, working relations with other members, membership/chairmanship of subcommittees, timely completion and quality of committee assignments.

Professional Activities, Continuing Education, Research, Publications, and Teaching. Meaningful participation in professional activities on local, state, regional, and national levels is considered. Examples of such participation include offices held, awards received, and leadership of seminars and workshops. An individual is expected to continue study and research in fields relevant to librarianship. Involvement in continuing education activities, such as formal courses, seminars and workshops, as well as advanced degrees obtained or in progress will be considered. Professional contributions such as books, articles, book reviews, editorships, bibliographies, handbooks, teaching appointments, and lectures are also considered.

University Service. Consideration is given to relevant university service, such as participation in the work of senate committees, departmental and ad hoc committees, and other university organizations.

Two frequently asked questions addressed to the professional review committee by librarians who were not on the staff when the system of ranks was being developed concern the nature of the peer review process and the element of confidentiality. Both of these elements are critical to the system.

The Nature of the Peer Review Process

The professional review committee is analogous to and modeled on the ad hoc committees appointed at Columbia by the provost to advise on the faculty tenure recommendations to be made to the president and trustees.¹⁰ Under the university *Statutes*, only the university librarian has the authority to recommend to the president and trustees, through the provost, the promotion in rank of officers of the libraries. The university librarian delegates to the professional review committee the responsibility for conducting a peer review and reporting to him or her the results of that review with a recommendation for action.

The term "peer" denotes "one that is of the same or equal standing (as in law, rank,

quality, age, ability) with another" (*Webster's Third New International Dictionary*). "Peer review" therefore implies professional evaluation by colleagues from among one's own ranks. The peers involved in reviewing each candidate are not just members of the professional review committee but all those professional colleagues, both within and outside the libraries, who contribute their thoughtful impressions to the committee, which is responsible for assembling and synthesizing this information.

Since the professional review committee can only be advisory to the university librarian, the "Draft Proposal for Peer Evaluation" developed by the representative committee of librarians in 1971 envisioned from the start a committee appointed by the university librarian. Committee members must have a broad view of the libraries and the profession and be in a position to devote a substantial amount of time to the committee's work. When the system was implemented, a procedure was established by which the representative committee of librarians provides the university librarian with a slate of nominees for membership on the professional review committee when vacancies occur. The university librarian retains the authority to supplement this list to ensure a balanced committee familiar with the widest possible range of library and professional activities.

Confidential Nature of the Process

The original recommendation of the representative committee of librarians provided: "All relevant documents . . . will be kept in strictest confidence. Likewise, all committee discussions and results will be confidential." The models from which this recommendation derives are those of the tenure review procedure for the Columbia faculty and of similar systems at a number of other large research libraries.

Confidentiality is an integral aspect of the faculty review process at Columbia, as it is in most colleges and universities, and is intended to protect the privacy of candidates, while encouraging a rigorous and impartial review in recognizing and rewarding distinction. At the time the peer-review process was being developed, the consensus of the professional staff was that it was essen-

tial for the documentation assembled by the committee to be held in confidence.

To protect the candidate, the procedures of the professional review committee require that there be evidence of professional contact between the candidate and anyone asked to write a confidential letter, and that the committee, if it asks any, must ask more than one co-worker or subordinate for letters. Each candidate is invited to submit names, and the committee selects additional names, with the total number of letters solicited being related to the range of the candidate's professional activities both within and outside the libraries, and normally increasing for those being considered for promotion to the higher ranks. These procedures were designed to ensure that the committee would not receive a one-sided picture of the job performance and professional activities of a candidate, and that no single letter can determine the outcome of an individual's promotion review.

The documents assembled for the promotion review are accessible only to the professional review committee, the university librarian, and the assistant university librarian for personnel. When the review is completed, the documents are placed in a special locked file for a three-year period and then are destroyed. The only records from the whole promotion review process that are placed in an individual's permanent personnel file, and are therefore accessible to an individual's immediate supervisor, are the letter from the university librarian communicating the decision and the summary statement explaining the reasons.

Although this process was modeled on the procedures for tenure review for faculty at Columbia, there are differences. For example, under the Columbia faculty tenure review system, the candidate does not know who is appointed by the provost to serve on his or her ad hoc committee, what evaluation the dean or department director may have submitted, or who is asked to be a witness or to write a letter. The professional review committee in the libraries is a standing committee whose members are known; the supervisory performance appraisal is given to the librarian who is encouraged to respond in writing. In addition, it has been understood that, while the professional re-

view committee carefully protects the confidentiality of all letters submitted as part of the review process, the writers of the letters are free to share them with the candidate should they wish to do so.

IMPLEMENTATION OF THE SYSTEM OF RANKS

The staff development committee, which was established as part of the general reorganization of the Columbia Libraries in July 1972, was given responsibility for developing proposals for the implementation of the system of ranks. The committee conducted a series of meetings with the staff to discuss materials under development which outlined the philosophy and procedures for the promotion review process. Several modifications were made as a result of these meetings prior to the implementation of the promotion review process, and changes have continued to be made since the system of ranks was fully implemented in 1975-76. (The staff development committee was reconstituted as the professional review committee in July 1975 and charged with carrying forward the system of ranks and peer review.)

The changes made in the system of ranks and peer review included establishing four rather than five ranks, a modification which seemed necessary in order to emphasize that the highest rank is "reserved for individuals who have made distinctive contributions over a significant period of time to the University Libraries and to the profession."¹¹

The development of summary statements to provide candidates with the reasons for promotional decisions and the inclusion of professional supervisees among those who may be contacted for additional documentation were also instituted as a result of suggestions from various members of the professional staff.

Perhaps the most significant modification was the decision not to exclude any librarian from consideration for promotion to the highest rank. There are a number of ranking systems that do have such limitations, that is, individuals in certain positions, such as general cataloging and reference, are normally excluded from the highest rank. The staff development committee felt that such a

concept was inappropriate at Columbia because it would impose limitations on a large number of librarians performing key bibliographic and service functions. This recommendation was accepted by the university librarian prior to the implementation of the promotion review process.

Following discussions between the staff development committee and the university librarian, it was agreed that the initial assignment of ranks would be handled administratively by the assistant university librarian for personnel. The task was to rank individual librarians as Librarian I, Librarian II/III, or Librarian IV/V. Those ranked as Librarian I generally had less than three years of experience. The distinctions between Librarian II/III and Librarian IV/V were based on a combination of factors: experience, performance, and professional development and accomplishments.

The assistant university librarian for personnel held meetings with supervising librarians in the spring and summer of 1973. After reviewing the criteria for the various ranks and the employment history and activities of individual librarians, supervising librarians were asked to recommend a "broad" rank. In most cases, the recommendations were accepted. In several instances, the university librarian made the final determination. In December 1973 the professional staff were informed of their broad ranks. The broad rankings were subject to appeal; however, none was made.

One year later, staff were informed of their specific ranks. This delay was due in part to the following problems: evaluating long-term staff members; interpreting criteria for the various ranks; and the lack of organization of personnel records. The staff development committee was assigned responsibility for hearing appeals on specific rankings, and one staff member did submit an appeal. After meeting with the individual and reviewing the matter, the staff development committee upheld the original rank.

ASSESSMENT OF THE SYSTEM OF RANKS

There has been no formal assessment of the system of ranks since the first group of librarians was scheduled for review for promotion in rank in 1975-76. During the four years that the promotion review pro-

cess has been in effect, a total of eighty-nine librarians have been reviewed, and fifty-five (62 percent) were promoted. Through feedback that the library administration and the professional review committee have received from individual staff members and from the representative committee of librarians, there is evidence to indicate that in general the staff considers the system fair and the review process a relevant assessment of significant aspects of professional performance. Since there are mechanisms for modifying the system of ranks and since there are indications that the original objectives of recognizing professional accomplishments within the context of library program and service objectives are being met, it is clear that the system of ranks will remain an integral aspect of Columbia's program for professional librarians.

CHARACTERISTICS OF THE SYSTEM OF PROFESSIONAL POSITION CATEGORIES

The position classification scheme that evolved as the second track of the system of organization for librarians at Columbia is relatively traditional. As previously indicated, the management study had recommended the development of five classes of librarian positions. The task force charged with developing and defining this scheme, however, was not convinced initially that five classes were sufficient to accommodate the range of activities and responsibilities encompassed by some 130 professional librarians.

The professional classification task force, which was appointed in March 1972 and charged with recommending a classification scheme for professional positions, was not constrained to fit all positions into a five-grade classification scheme. The maximum number of gradations considered by the task force was eight; the minimum four. What did evolve, however, seemed to reflect the nature of responsibilities at Columbia. It involved five position categories, which were identified through an analysis of various factors that indicated an ascending level of responsibility governed by the extent of administrative duties and/or policy-making responsibilities.

In other words, the task force believed that one track of the system or organization

of professional staff at Columbia should include recognition and compensation for supervisory and managerial responsibilities.

In developing the five position categories, the professional classification task force adopted a "position-grading" system to determine appropriate categories.¹² The process involved analyzing each position in relation to other positions and classifying it in terms of level of responsibility. Factors taken into consideration were: complexity of the skills required for the position; nature and extent of relationships with students, faculty, the general public, and academic and administrative components of the university; responsibility for developing and implementing policies, programs, and services; and supervisory or administrative responsibilities (including composition of staff).

In essence, the analysis of these factors indicated that there was an ascending level of position categories governed by the extent of administrative duties and/or policy-making responsibilities.

The system of position categories views the function of a position as constant, although the manner and the effectiveness with which the function is accomplished varies, depending on a number of factors, including the training, background, and experience of the incumbent. Because this is a classification of positions, not of people, the concept of a "beginning" professional position, that is, one budgeted at the current beginning professional salary and usually filled by a recent library school graduate with little or no previous professional experience, is not reflected in the scheme. Theoretically, a "beginning librarian" could be appointed to a position in any category. Realistically, however, such appointments would be unlikely for positions requiring substantial administrative, technical, or program responsibilities.

IMPLEMENTATION OF POSITION CATEGORIES

The task force appointed to develop the system of professional position categories began its work in March 1972. In December 1973 letters were sent to all librarians informing them of the classification of their positions. To provide input from the staff and to verify the validity of the classifica-

tion, a review or appeal process was instituted at the time of the announcements. The appeal process provided each member of the professional staff with the opportunity to meet with the task force to discuss the system in general and to indicate the reasons they felt that their own or other positions had not been properly classified.

At the time of the appeals, there were 135 librarians in positions covered by the classification scheme. Twenty-seven or 20 percent of them appealed their position classification. This was considered high in relation to the number of grievances submitted following the release of the union classification for supporting staff in the spring of 1970 (thirty-two grievances or about 10 percent of the staff). Of the twenty-seven appeals, twenty-five were from librarians whose positions had been classified in Category I. The other two were submitted by individuals whose positions were in Category II.

The task force had a general understanding of the nature of and reasons for the appeals prior to meeting with individual librarians since the appeals had to be stated in writing. It was apparent that some individuals were unclear on the distinctions between the system of ranks and the system of position categories. Although the document describing the classification scheme pointed out that it emphasized "an ascending level . . . governed by the extent of administrative duties and/or policy-making responsibilities," individuals either would not accept or did not understand the rationale for this emphasis. When the task force met with individual staff members, therefore, its introductory remarks centered on the nature of position classification schemes and the primary characteristics of the system of position categories. Stress was also given to the differences between rank and position.

The appeals were scheduled and took place in March 1974. In most instances, the task force thought that the discussions were mutually informative and productive. The task force quickly concluded that the description of the functional characteristics of the different position categories could be improved. These revisions included the phrase "this is a classification of positions, not of people," which was necessary to

underline the distinctions between rank and position category.

The majority of the appeals were made by librarians in cataloging (seven), bibliographer (four), and reference (nine) positions. The characteristic comments made are summarized below:

Catalogers. They generally considered the cataloging function to be on the same level as the bibliographer and reference functions. Several felt that Category I had been watered down by the inclusion of positions which were not "fully realized professional positions." (The task force explained that most of these positions had been or were in the process of being phased out.)

Bibliographers. They considered their functions to be on a higher level than those of catalogers and reference librarians because of the impact of their decisions, their language and subject qualifications, and their fiscal accountability.

Reference Librarians. They did not want to compare their functions to those of bibliographers and catalogers because they felt that they did not have sufficient information about these positions. They indicated concern over the number of reader service positions in Category I and the emphasis on administrative responsibilities in general.

In considering the appeals, the task force also reviewed twenty other positions either because they were comparable to those that had been appealed or because they had been questioned by one or more librarians during the hearings. Forty-seven positions, therefore, were reconsidered before the task force submitted its recommendation to the university librarian. Since the task force could not reach a consensus on certain positions, the university librarian asked the directors of resources, services, and support to serve as an ad hoc subcommittee to provide the task force with additional guidance.

As a result of the appeals, the input from the subcommittee and from the university librarian, four positions were upgraded and two downgraded. The appellants received written responses on August 1, 1974. Thus, the implementation of the system of position categories was completed two years and four months after the task force had been appointed.

ASSESSMENT OF THE SYSTEM OF POSITION CATEGORIES

There has been no formal assessment of the system of position categories during the

past five years. Mechanisms do exist for reviewing positions, and changes are made when responsibilities change significantly. We expect that in the next year we shall be able to conduct a major review of the classification to determine if it continues adequately to reflect the nature of the various responsibilities in the library system.

CONCLUSION

The two-track system described in this paper evolved during a period of major change in academic librarianship and considerable conflict at Columbia University. A key element in the development of the system of ranks and position categories was the concern of significant numbers of professional librarians at Columbia for a system of organization that would both acknowledge the nature of their duties and responsibilities and their individual contributions in providing a truly high level of library service.

The most significant aspect of the two elements of the staff organization is the system of rank and peer review, which encourages higher standards of performance and provides a means for acknowledging and rewarding such contributions. The success of the system of ranks depends to a large degree on the perceptions and standards of the peer review committee. Fortunately, the various members of the staff development and professional review committees have demonstrated their commitment to the objectives of the system of ranks in their administration of the promotion review process.

The chairs of these committees deserve particular appreciation, not only for their contributions to the ranking system, but also for the text of significant parts of this article: Joyce D. Veenstra (1972-75), Ruth B. Gibbs (1975-76), Carol A. Mandel (1976-77), Ann L. Wood (1977-78), Pamela W. Darling (1978-79), and Ellen Nagle (1979-80).

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Student Book Collection Contests in American Colleges and Universities

Book collection contests for college and university students have been held on American campuses since the 1920s. They are frequently sponsored by library friends groups or library staff. Information from eleven colleges where such contests have been conducted indicates that they can help develop and strengthen a positive attitude toward books and libraries among the student contestants. Some of the essential elements of a successful contest examined are well-funded prizes, a carefully selected panel of judges, a comprehensive set of contest rules, and a stable organization or committee to ensure continuity.

NO ONE WILL DENY that private book collectors have contributed greatly to the development of many of our better university libraries, and yet we often do little in our curricula or in our libraries to encourage students to become collectors.

At a recent board meeting of the USF Library Associates, the University of South Florida's friends organization, the question of the desirability and feasibility of a contest for student book collectors was raised. Aside from the knowledge that such contests existed, the board members knew little about them, and a search through the general library literature provided insufficient information.¹ A file of newsletters from friends organizations yielded the names of three universities that regularly hold such competitions, and a letter was sent to each school requesting further information and asking for the names of other universities with similar contests. In this manner, information was obtained from eleven schools.² This article represents a synthesis

of current opinions and practice at these institutions.

RATIONALE

In fostering book collecting among students, colleges and universities help ensure the preservation of materials that might otherwise become irretrievably lost. They also nurture a positive attitude toward books among the students who may one day contribute to the continuity of the school's own collections. W. H. Bond, of Harvard's Houghton Library, is clearly aware of the ultimate ramifications of motivating students to become collectors:

I believe that if we can get even a few undergraduates hooked on the notion of acquiring and keeping books, in a logical and constructive way, even though they cost little or nothing and are not strictly rare books, then later on when they can afford it they will know what the other kind of book collecting is all about and be moved to indulge in it. These are the people who will support your library when it needs it and when they have established themselves in the world: they will not only have the means to do so, but they will also know what you are talking about and aiming to do.³

In addition to encouraging today's students to become tomorrow's library support-

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ers, a book collecting contest provides a useful focal point for the energies of friends groups and can lead to valuable publicity for the friends and for the library.

SOME EARLY CONTESTS

Student book collection contests seem to have originated with Swarthmore College's "A. Edward Newton Student Library Prize." The contest was begun in the 1920s by W. W. Thayer and continued by E. Pusey Passmore. In 1930 A. Edward Newton funded an endowment that provided for an annual award in the amount of \$50, and the contest has continued to this day. As Newton relates in his book *End Papers*:

At the death of the originator of the scheme it was found that no provision had been made for carrying on the idea. . . . Immediately it struck me that here was a way in which I might do much good with little money. . . . The idea can be made of great and lasting benefit and delight to those who in the formative years learn the joy of having a collection of books of one's own.⁴

Newton also popularized the idea of the award through an article in the *Atlantic Monthly* in 1931.⁵ By the mid-1930s more than thirty colleges and universities had established student book contests. In 1935 the Carnegie Corporation made possible the distribution of a booklet published by the Joint Board of Publishers and Booksellers in New York that described prizes and "rules that will cover the average type of competition."⁶

In addition to Swarthmore, other early contests were held at Smith, Wellesley, Pennsylvania State College, Mills, Wesleyan, and Wheaton.⁷

Another exemplary early contest is the Robert B. Campbell Student Book Collection Competition, held at the University of California, Los Angeles (UCLA). This contest was begun by Lawrence Clark Powell, who stated:

My library career grew out of bookstore experience in both the new and antiquarian field, and throughout my working life I emphasized the things that librarians and booksellers have in common. Friendships have lasted to this day with booksellers at home and abroad.

Thus it was natural to enlist the support of Bob Campbell, owner of the largest new-book store in

the UCLA area. As I recall, I asked Everett Moore and Robert Vosper, then head of Reference and Acquisitions respectively, to establish the contest's format.⁸

The prizes were credits in Campbell's store. After his retirement, cash prizes (presently totaling \$650) were awarded. The first prize was awarded in 1949 for a collection of books on Japan.

One of the contests inspired by UCLA's example is that of Brigham Young University. The friends group at Brigham Young received assistance and advice from UCLA and the Campbells in starting its own book collection contest.

All contests, regardless of format, must deal with certain common problems. These include funding and distribution of prize money, eligibility of contestants, the selection of a panel of judges, publicity for the event, and regulations concerning the nature and scope of the collections themselves.

FUNDING THE COMPETITION

The sources of prize money reported are quite varied and include some or all of the following: support from a friends of the library group, income from designated endowment funds or from general university endowments, local businesses (particularly bookstores) and interested individuals, and contributions from library staff and university faculty.

Although some of our correspondents voiced concern for funding, Jean Wunderlich of the Friends of the Brigham Young University Library, where a book contest is in its third year, wrote:

So far, we have not had any great difficulty in getting sponsors. The Campbells [the Los Angeles booksellers] told me that after awhile, businessmen asked for the privilege of being sponsors, and the number of people who became interested was so large that they could offer more prizes than during the initial years of their venture.⁹

The most commonly awarded prize is \$100, although individual prizes range from \$25 to \$350. Many award more than one \$100 prize, in one case as many as eight, while others awarded second and third prizes of proportionately smaller amounts.

Historically, local booksellers have supported book collecting contests with both cash and credit at their stores, although only one current instance of gift certificates as prizes was reported.

Brigham Young University also awards each contestant a complimentary one-year membership in its friends group. This seems an admirable way to generate further support, in the form of continuing membership, for friends groups.

A frequent provision in contest rules is that judges reserve the right not to award a prize or prizes, if in their opinion no entry seems to merit one.

THE CONTESTANTS AND THEIR COLLECTIONS

Generally, contestants were required to be currently enrolled at the university or its branch campuses. Some competitions (Amherst, Yale, Florida State, Harvard) are restricted to undergraduates or to specific undergraduate classes. Contests at Boston University and Texas A & M were open to all students, while UCLA, Brigham Young, the University of Rochester, and the University of Chicago have separate graduate and undergraduate prizes.

Almost all contest brochures state that the collection entered must be the property of the student and have been assembled by the student. Some allowed contestants who had previously won prizes to reenter if a different collection was submitted.

A standard practice is to require a bibliography, often annotated, and an essay or statement of purpose to accompany each entry. The statement usually describes the collection, explains how and why the books were collected, and discusses the contestant's goals in developing the collection. UCLA, Brigham Young, and Amherst also require a list of ten items the entrant would like to add to the collection, given the proper circumstances and resources. Texas A & M, UCLA, Brigham Young, and Boston University perform the preliminary judging solely on the basis of the bibliography and statement of purpose.

Considerable variation was evident in the limits set on the size of the collections, from not more than fifty (Harvard and Boston University) to a minimum of six (University

of Chicago). Most specified a minimum and maximum acceptable size; e.g., University of Chicago: no fewer than six nor more than fifteen; Brigham Young: no more than fifty, no fewer than ten; Harvard: no fewer than thirty, no more than fifty, etc. Three schools (Florida State, Yale, and the University of Rochester) set no limits on size.

Entrants are usually required to produce all or part of the actual collection as a matter of course, although some contests make this requirement only of finalists. When a collection is larger than the limits set by the contest rules, or when a collection is located elsewhere, the contestant may select a specified number to illustrate its nature; or judges may specify that certain titles on the bibliography be produced for inspection.

Most schools stipulate that the contestants agree to allow the winning collections to be displayed in the library or elsewhere on campus. The receipt, retention, display, and return of private collections require careful planning. Several correspondents noted the importance of having a signed inventory form detailing the contents and condition of the collection when it is received and a receipt signed by the contestant when the collection is returned testifying as to its completeness.

CONTENT OF THE COLLECTION

All the contests allow considerable flexibility in the choice of content and format of the collection. As James Davis wrote, with regard to UCLA's Campbell competition: "The only restrictions on the subject matter of the collections are imposed by the imagination and interest of the students."¹⁰

There is agreement, however, that some unity of theme or purpose should be evident. The University of Chicago is typical in this regard:

The collections will not necessarily be judged for rarity or cost: more important are the indications of personal interest, of clarity and unity of purpose, and evidence of bibliographic knowledge.¹¹

While rarity and cost are usually not the primary consideration in awarding prizes, Brigham Young, Boston University, and UCLA did announce that they would take into account the excellence of design and production of the books submitted.

Harvard adds: "The order and condition of the books and the owner's concern for their conservation will be important considerations."¹²

The University of Rochester's flier expresses the essence of all the contests' rules in this regard:

Suitable collections will be those that have been built up in accordance with some interesting principle of organization. A long list of miscellaneous items will not be considered suitable, and to compile such an entry would be to waste both the students' and the committee's time. As in past years, prizes will be awarded for well-organized collections of moderate or even small size rather than for scattered assortments. . . . while book collections often include rare or scarce items, the expense or rarity of the books is not necessarily a consideration. A well selected group of paperbacks, if coherently organized, is certainly eligible. Collections could be organized in terms of subjects . . . or in terms of special bindings or illustrations, or of a particular author or printer.¹³

UCLA also allows up to 30 percent of the collections to consist of "ephemeral, graphic or manuscript material."¹⁴

In most contest brochures, the contestant is encouraged to contact the judges or awards committee if there is any doubt as to the admissibility of specific materials or the eligibility of the collection as a whole.

An idea of the wide range of interests of contestants can be gathered from the following examples of prize-winning collections:

Brigham Young University—Ballet; Dances, Dancers, Dancing; Classical Greek Authors; Art and Imagination in American Children's Book Illustrations.

UCLA—History of Witchcraft; Comic Books of the Golden Age; Russian Linguistics; Pompeiana (Pompeii and Herculaneum); First Editions of Gertrude Stein; Randolph Caldecott, Illustrator; Bees and Beekeeping; Artistic Mountings and Embellishment of Japanese Swords.

Texas A & M—Horses and Horsemanship; The Frontier American Corporation; Battles and Leaders of the Civil War; The Art and Craft of Writing.

University of Rochester—Photography as a Medium; Home Remedies; Children's Schoolbooks; Napoleon Bonaparte; The Historical Development of Genetics; A Collec-

tion of English Language Editions of *The Hound of the Baskervilles* by A. Conan Doyle.

Yale—The Care and Study of Maps and Charts; American Popular Children's Series from Oliver Optic to the Stratemeyer Syndicate; L. Frank Baum's "Oz" Books; Works of Audubon; Phenomenology and Existential Philosophy; A Collection of Books, Papers, and Illustrations (plus stuffed frogs!) related to the Works of Edward Gorey.

THE JUDGES

The number of judges reported ranged from three (the most common number) to a high of six or more. The panel of judges is usually chosen with an eye to balance between university staff and faculty and the local community. The qualifications for judges at Texas A & M seem especially appropriate: "We try to select judges who are interested in books, well read, fair, and who have differing subject backgrounds."¹⁵

To some extent the selection of judges will reflect local resources, and choices may take into account such factors as prize donors and cooperating or sponsoring organizations. Judges may include a representative of the friends, library staff, university faculty, representatives from undergraduate book collecting clubs, local bookmen and private collectors, and donors of award money. Some contests include a "celebrity" judge, usually a noted author.

As Harriet Clowes of the University of Chicago observed: "The judges who are themselves collectors have all expressed their pleasure in participating in this activity."¹⁶

JUDGING THE COLLECTIONS

Where response to contests is high, there may be considerable time spent in judging collections. At Yale, for instance, where "each applicant and collection is interviewed and inspected by the committee (of judges) the thirty to fifty applicants require about a month of afternoons to process."¹⁷

As previously mentioned, preliminary judging is often done on the basis of the bibliography and statement of purpose submitted by the contestant. In this arrangement only the finalists bring in the actual

collections. By following this procedure, the UCLA contest confines judging to one or two days. Two contests (Harvard and University of Chicago) allow for judges to interview contestants and ask questions concerning their collections or to examine the total collection.

After the initial screening, judges view the actual collection or samples from the collections of the contest finalists. As Jean Wunderlich of the Brigham Young University Friends explains:

Obviously, some of the collections can be eliminated quickly. The ones that are outstanding are quickly discerned. In cases of doubt, the friends call on faculty members . . . who specialize in the field or subject on which the collection has focused.¹⁸

Basic criteria for the actual judging have already been discussed in the section on collection content. The following checklist for UCLA contestants summarizes some of the things that the judges will be looking for when they consider collections:

1. Does the collection represent a well-defined field of interest? How well do the statement, the actual books entered, and the annotations compare?
2. Is the student a book collector rather than a buyer?
3. Thoroughness: Is the collector aware of the wealth of literature in his/her chosen field? Is there a knowledge of the most important "key works"? Is the collector aware of what is presently lacking in his/her collection?
4. What is the value of the collection to the contestant? Is it useful for some research or reference purpose?¹⁹

A cautionary note is struck by Frank Shuffleton, of the University of Rochester:

I think the one danger is to award a prize to someone who is merely after a prize but has not the glimmering of interest in books. I think you will find that undergraduate book collectors are still at a fairly primitive state of the game, but many deserve to be encouraged.²⁰

PUBLICITY

A student book collection contest provides ample opportunity for valuable publicity, not only for the university and its library system, but also for the donors and supporters of the contest, whether they be private business executives or a friends of the li-

brary group. This publicity both precedes and follows the actual event.

The methods used to publicize the contests are as varied as the contests themselves and include announcements in the campus and local press (including newspapers, radio, and television), distribution of fliers and brochures of contest rules, posters on campus and in local stores (especially bookstores), announcements by faculty members in their classes, and word of mouth.

The publicity surrounding such an event can also serve to attract potential donors of prize money for future contests. That such publicity can be of high quality is evidenced by the poster used by Brigham Young University (see figure 1). The paper in the original poster (size 13" x 20") is of very fine, heavy stock, and the printing job is both elegant and pleasing, while prominently displaying the contest's sponsors.

Several of the printed brochures are also well crafted. In addition to the contest rules, these brochures or fliers contain information such as the types of collections that would be considered eligible, examples of previous prize-winning collections, a person to contact for further information, an entry blank, and a short bibliography of suggested works on book collecting.

Some universities (Texas A & M and UCLA) have a formal awards ceremony with an author or other prominent figure as an invited speaker. UCLA, for example, regularly invites a noted author to serve as one of the judges, and past panels at UCLA have included Aldous Huxley and Ray Bradbury. Such "celebrity" judges serve to create even more favorable publicity for the event.

Following the contest, continued publicity can be gained by announcements in the local press (especially appropriate if the contest includes an awards ceremony, with photographs of the winners and guest lecturers) and the display of the winning collections. This display can be placed in a heavily used part of the library or even the display window of a sponsoring bookstore. Good security procedures are indispensable when collections are put on display. In addition to these postcontest publicity mea-



Invitation to participate in the Friends of the Library

Student Book Collection Competition

Sponsored by the ASBYU, BEI Productions Inc., BYU Bookstore, Friends of the Brigham Young University, Intercollegiate Knights, O.C. Tanner Co., Sam Weller's Zion Bookstore, and Utah Office Supply.



Contest rules with registration blanks may be obtained on all floors of the Harold B. Lee Library or the BYU Bookstore. More than \$500.00 in prizes, ranging from \$25.00 to \$100.00, will be given to graduate and undergraduate students. Contest closes March 31, 1980.

Fig. 1

Poster Announcing Student Book Collection Competition at Brigham Young University

tures, Yale also distributes fliers listing the winning collectors, collections, and the amount of prize money awarded.

THE CONTEST COMMITTEE

It is evident that a successful contest requires a considerable commitment of time and effort by the librarians or friends group sponsoring the event.

The responsibility for selecting a committee to manage and promote the competition may fall to the friends group or to one or more university librarians. At Texas A & M, for example:

The previous year's contest chairman serves in an advisory capacity on the current year's contest committee. There are therefore four committee members who do most of the work. As long as the committee members are responsible people, four is just about the right number. You may find that three is enough.²¹

The contest committee should begin work as early in the fall as possible for a winter or spring contest. As Jean Wunderlich, of BYU, suggests: "While on the surface this all seems simple, it takes much advance planning. This should begin at the opening of the academic year. This is one step that can avoid problems."²²

UCLA's "Campbell Contest Procedures Checklist," which details the dozens of activities that must be orchestrated to create a viable competition, allows six months, from September through May, for the completion of its April contest.

THE AMY LOVEMAN AWARD

Until recently, a national contest, the Amy Loveman National Awards, also existed. This contest was created by the Women's National Book Association (WNBA), together with *Saturday Review* and the Book-of-the-Month Club, to honor the late Amy Loveman. Colleges and universities were invited by the WNBA to nominate an outstanding senior student book collector. The requirements paralleled those of the university contests quite closely. They included an annotated bibliography of thirty-five or more titles, an accompanying essay, and a desiderata list of ten additional titles. The first \$1,000 award was made in 1962 for a collection on "Ancient and Primitive Man."

According to Ann Eastman, current national president of the WNBA, the award was discontinued in the early 1970s because the costs of administering it became too high. She reported that there were about 100 final submissions each year during the time the award was given.²³

It seems unfortunate that no library organization has seen fit to underwrite this award or a similar one, since the values promoted are so basic to our profession.

CONCLUSION

As we have seen, a student book collection contest involves much work and careful thought. A successful competition, however, can be most rewarding to all concerned; students are motivated to become collectors, friends groups can be sustained by the combined effort and interest such competitions will require, and favorable publicity can result for the library and its benefactors.

As Susan Lytle of Texas A & M expresses it: "At Texas A & M University Libraries, we find the contest to be well worth the work. The contest is a very positive and well-received public relations effort."²⁴

Perhaps the greatest benefit of such contests is the stimulus it provides to students to begin or expand their interest in collecting. Margaret Haller relates in *The Book Collector's Fact Book*:

There can be, after all, an undeniable satisfaction in building a collection which not only reflects one's own personal interests and bent, but which also constitutes the most exciting collection possible within the limitations of time and money imposed by a workaday world.²⁵

A recent winner of the University of Chicago Library Society's contest, George Fowler, conveys most eloquently the effect such contests can have on student collectors:

I devote a good deal of time and energy to my collection of Russian literature, but it is work exclusively for myself. Even the subject matter is a little esoteric. It is an especially fine feeling to be appreciated from without for effort undertaken solely for personal ends.

The contest was of particular benefit to me in several ways. When a book collection grows beyond a certain size, the collector begins to feel the need for a modicum of library-like organization of his books. . . . The contest motivated me

to organize my books into a workable "shelf list" of my collection.

A book collection can tend to take on a virtual existence of its own, perpetuating itself and growing mostly by inertia. Your contest caused me to step back and examine and articulate my aims in collecting and my thoughts about the contents of the collection. I think the aims were there all along, but they were less clearly perceived.

Finally, the prize money will help me to expand

the collection. I have already picked out the books I am going to buy next.²⁶

The organization and support of student book collection contests can be a most gratifying and constructive activity for a friends organization or library staff, and the experiences related here may assist those who are considering such a program.

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Academic Libraries in New Zealand

This article describes the history, management, staffing, accommodation, services, and automation of the libraries in the six universities and one university college in New Zealand, and summarizes the history and current state of libraries in teachers' colleges, technical institutes, and community colleges. Although university libraries in New Zealand have improved dramatically in the last two decades, they face a difficult economic situation in the immediate future. The libraries of other institutions of tertiary education, however, remain grossly underfinanced.

NEW ZEALAND IS a Pacific country having a land mass of approximately the same total area as the British Isles but with a total population of only three million, occupying two main islands known, rather unimaginatively, as the North Island and the South Island. Its nearest sizable neighbor is Australia, but even that country is 1,300 miles away.

Geographical remoteness combined with a small total population has produced many of the past and present problems facing the country's academic libraries. However, the same factors, together with a landscape of considerable natural beauty and a temperate climate, allow New Zealanders a life-style which is sometimes envied by those coming from more densely populated countries.

UNIVERSITY LIBRARIES

History

New Zealand supports six universities. Four of these are in the North Island: Auckland (founded in 1882); Massey (at Palmerston North, founded in 1926 as an agricultural college); Wellington (1897); and Waikato (at Hamilton, founded in 1964). Two are in the South Island: Otago (at Dunedin, the oldest New Zealand university, founded in 1869) and Canterbury (at Christchurch, founded in 1873). In addition, there is Lin-

coln College, an agricultural college near Christchurch, founded in 1878.

Although five of the seven institutions were founded in the nineteenth century, the growth of their libraries was extremely slow. This is perhaps not so surprising if it is remembered that the role of the universities originally was very much limited since these institutions were largely undergraduate colleges forming part of the University of New Zealand, and the tradition was for higher studies to be undertaken overseas, principally in Britain. It is really only within the last twenty years that the universities have become independent institutions and have developed their facilities for research as well as expanded their undergraduate schools with a corresponding development in their library services.

As far as the libraries were concerned, it might have been expected that the models they would have followed most closely would have been British. However, the enterprising nature of current British academic librarianship is of comparatively recent origin, and the major historical influence on New Zealand university libraries is undoubtedly American. This occurred largely through the good offices of the Carnegie Corporation.

It was in 1931, having learned of the extraordinarily poor state of New Zealand university libraries, that the Carnegie Corporation offered each of the four institutions then existing a grant of \$5,000 a year for

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three years to purchase books and current periodicals for general undergraduate reading, provided certain standards related to staff, equipment, and purchases were met. The corporation also established four fellowships to enable the four university librarians to be sent overseas for training at an accredited library school and to study leading university libraries.

How much this opportunity meant to the librarians concerned can be seen from the reports that they wrote when they returned to New Zealand. Alice Minchin, the first professional librarian of the University of Auckland, having graduated with a bachelor of arts in library science at Michigan, wrote in 1933:

I am glad that an American Library School was chosen and that the greater part of library visiting was done in America, for I feel that in New Zealand our university problems are more akin to those of America than to those of England. . . . In New Zealand the university as in America, tends to draw its students from a wider stratum of society than is the case in England. Consequently our university libraries need to take a more active part in providing cultural opportunity than that of the older English colleges where the leaven of culture among the students themselves is higher. Then, too, the support given to the American libraries, together with the American's natural genius for initiative and progress, has enabled them to demonstrate what can be done in library organization to a greater degree than in England.

Unfortunately, the book collections continued to be starved of money; in 1934 when the Carnegie Corporation financed a survey of New Zealand libraries by Ralph Munn, director of the Carnegie Library of Pittsburgh, and John Barr, chief librarian of Auckland Public Library, they commented: "The college libraries of New Zealand do not even approach accepted overseas standards." Their generally depressing description of inadequate resources concludes with the tantalizing comment, "Weather conditions prevented a visit to Lincoln."¹

It was the Carnegie Corporation yet again that sponsored the survey of New Zealand library resources conducted by Andrew Osborn in 1960.² He wrote:

In each of the past five decades the plight of the university libraries has been a matter of concern to professors, students, investigating bodies and

others. Document after document has hammered away at the inadequacies for teaching and research, the lack of financial support and the overall failure to look on the library as the heart of the university. The criticisms, which first became outspoken in 1911, for long met with little or no success in bringing about the desired reforms; but latterly there seems to be some reason for optimism.

Fortunately Osborn was correct, and the two decades that followed saw the transformation of the New Zealand university scene in general and the university libraries in particular. However, nirvana was not achieved and the next major report on resources, compiled by W. J. McEldowney in 1972, commented: "While New Zealand university library resources are much better than they were ten years ago, they are not nearly good enough."³

The most recent surveyor, Robert B. Downs, noted in 1979 that "the collections have all reached a stage to give strong support to undergraduate curricula."⁴ To translate this into more concrete terms, the University of Auckland, the largest New Zealand university, had approximately 10,500 students in 1979 and a library of 870,000 volumes while the smallest was the University of Waikato with 285,000 volumes for 2,500 students.

Robert Downs' survey shows that New Zealand university libraries do have a number of special collections, some of them perhaps rather surprising, but the only major collection not related specifically to a department of university study is the Hocken Library of the University of Otago. This contains material on New Zealand, Australian, and Pacific history.

Development of libraries is, of course, dependent largely on finance. In New Zealand, apart from income from students' fees and the relatively small amounts available to some universities from endowments, the block grants from the government determine the income of the universities to meet their running costs for each five-year period. In theory grants are calculated and approved in advance to allow the universities to plan ahead, but in times of rapid inflation forward planning is still extremely difficult.

The block grants are transmitted through

the University Grants Committee, which determines what proportion of the total will be allocated to each university. The grants are not itemized, and each university is free to make its own decisions on financial appropriations, although in practice current commitments on salaries, power, maintenance, etc., swallow up the bulk of the allocation.

In his survey of New Zealand university libraries in 1972, McEldowney made a number of recommendations. The most important of these was that the basic level of expenditure on books and periodicals during the quinquennium 1975-1979 should be \$55 per student at 1972 prices. In fact, before galloping inflation overtook us, some university libraries did achieve this level of expenditure in the early years of the quinquennium.

Another important recommendation was that the basic level of expenditure on books and periodicals should be adjusted annually in line with average prices. In practice, although library grants have been adjusted, they have not kept pace with inflation. In announcing grants for the quinquennium 1980-1984, the government has said that it is prepared to review various items (including library materials) annually to take partial account of inflation, but it remains to be seen how well the libraries will fare.

Some of McEldowney's recommendations—on the need for rationalization of subjects taught in universities and the desirability of meetings of academics to agree on specializations within disciplines—will no doubt sound familiar to librarians in other countries. There are indications that the New Zealand University Grants Committee will be intervening in the future much more than it has done in the past to control the introduction of new academic developments and rationalize the current situation to some extent.

One group of McEldowney's recommendations that can be seen to have had direct practical results are those on centralized funding to strengthen resources. For the past few years the National Library has made available funds to assist other libraries (the bulk of them academic libraries) to purchase major items that would not otherwise be held in New Zealand. Although the

total amount of finance made available is not large, it has enabled a number of significant purchases to be made.

McEldowney's recommendations on statistics bore fruit in 1975 with the appearance of *New Zealand University Library Statistics 1974*.⁵ This publication, compiled in the same format used for Australian university library statistics, has subsequently appeared annually and provides recent and fairly comprehensive statistical information on New Zealand university libraries.

Over recent years the main problem facing academic libraries in New Zealand has been, not surprisingly, finance. Escalation in book and periodical prices has caused the same problems in New Zealand as elsewhere, and a major devaluation of the New Zealand dollar in 1975 exacerbated the problem. Decisions on serial subscriptions have been particularly difficult since in a country with a small number of institutions a cancellation can assume national rather than purely local significance. (How one New Zealand academic library coped has been described in some detail elsewhere.)⁶

The major achievement is that, with the help of the National Library, an effective system of reporting proposed cancellations has been developed in an attempt to minimize the effect of financial difficulties on national serials holdings. Unfortunately, after a brief period of respite, costs appear to be climbing again, and several libraries are once more having to review their periodical holdings.

Management

The sometimes frenzied discussion of participatory management in other countries has been noted in New Zealand, but there is no academic library that has introduced a scheme of this kind in its most extreme form. In all the universities responsibility for management of the library is vested in the chief librarian. Usually there is also a library committee, the powers of which may in theory be executive but in practice tend to be advisory. As institutions have grown, the autonomy of individual librarians within a system has increased while the possibility of exerting centralized control has diminished.

Most university libraries have some kind of internal committee structure. The most common is a committee of senior staff which meets regularly to discuss policy matters. At Otago, for example, the library staff committee meets monthly, with a prepared agenda and full minutes being kept, and there are usually a number of ad hoc subcommittees to discuss specific problems. Auckland, too, has regular meetings of heads of departments and divisional librarians and recently has introduced meetings for professional staff who are not heads of departments or divisional librarians since it was thought that this was a group that did not have an adequate voice in library affairs.

Library staff are employees of the university council, and over recent years there has been a tendency for universities to set up special committees to deal with the conditions of service, promotions, etc., of non-academic staff. At both Auckland and Otago the councils have set up nonacademic staff committees. At Auckland the library is represented by the university librarian and by a member elected by the entire university library staff. The main effect so far (in Auckland, at least) has been to produce a much more formal promotions procedure.

Staffing

Probably most academic librarians in New Zealand would contend that their libraries are staffed at a minimal level to enable them to discharge the functions of a modern university library. There is the risk in a small, remote country of parochialism, but New Zealand academic librarians, like their Australian counterparts, are fortunate in that regular study leave is built into the conditions of service for the most senior staff. This has the odd result that some of the senior staff have had far better opportunities for the comparative study of institutions in North America and Europe than the majority of academic library staff living in those countries. I have actually visited far more British university libraries since I came to New Zealand than I did in the years when I worked in academic libraries in Britain. What does happen is that some new technologies may be slower to be adopted in New Zealand, and while staff

may be informed about them they are not necessarily practicing them.

Most of the staff in New Zealand university libraries are not unionized. It is not really possible to argue that it is because of this that their conditions of service are unsatisfactory (which they undoubtedly are), because it is equally possible to find in other countries unionized staff who are disadvantaged.

Senior library staff have traditionally belonged to the New Zealand Association of University Teachers, but, while this body has been prepared to take an unusual amount of trouble to espouse the cause of a relatively small proportion of its members, the negotiations which it has conducted have proved abortive. Very recently the Association of New Zealand University Library Staff (ANZULS) has been formed, and while this cannot be registered as a trade union it will probably be recognized as a negotiating body.

A series of long and complicated discussions seem likely to result in librarians in the universities being declared state servants at least for the purpose of negotiations on salaries and conditions of employment—a prospect which not all view with equanimity.

Recruitment of staff, which used to be extremely difficult in the period of expansion, has now eased for the majority of libraries, although it is still difficult to recruit senior staff with special qualifications. The restrictions on importing staff from overseas have not helped. (Immigration is allowed but only when it can be proved that no suitable New Zealander is available for the post.)

The major problem facing New Zealand universities at the moment, however, is not recruitment but retrenchment. In February 1980 the New Zealand government in announcing grants for the quinquennium 1980–1984 took the unusual step of dictating a reduction of 150 nonacademic staff in the university system as a whole over the next three years. The New Zealand university libraries employ a total of approximately 500 staff, and if all nonacademic staff are reduced on a pro rata basis this probably means a loss of about twenty posts. Inevitably services will have to be reduced, and

librarians are bound to have to make some unpopular decisions.

How little help they can expect to receive in making these decisions is indicated in the 1978 annual report of the library of the University of Otago.

Towards the end of 1977 the Library sought the advice of departments on what services could be reduced in order to cope with a restrictive staffing situation. This exercise was not a success. Very few suggestions were made and they were mainly either trivial or vitiated by a lack of knowledge of what was involved. The only substantial suggestion, it turned out in later discussion, was based on a fundamental misunderstanding of what the Library actually did in the area of work in question. On the other hand there were a number of statements to the effect that this or that service must on no account be tampered with.

Professional education in librarianship in New Zealand is of two kinds. A recent reconstruction has resulted in the establishment of two library schools. The Department of Librarianship at the University in Wellington offers a one-year postgraduate diploma course similar to courses offered in many other countries.

The School of Library Studies at Wellington Teachers' College offers a course leading to the New Zealand library studies certificate, which is, as far as I know, unique. This course is available only to students currently employed in libraries and consists of three six-week periods of full-time study over a period of twenty months. The remainder of the time the students continue working in their library posts. The qualification is seen as an intermediate one; while it is principally intended for those without a degree, graduates who, for a variety of reasons, are unable to undertake the diploma course will also take it.

Academic libraries sent a number of students to the course which was the predecessor of this newly established one. I believe they will continue to do so in the future since the staffing structure of academic libraries in New Zealand, like those in Britain and unlike those in North America, does make provision for an intermediate grade of professional staff. With enforced reductions in staff numbers, however, it

may be difficult for academic libraries to sponsor as many candidates as they have done in the past.

Accommodation

In addition to their other problems, New Zealand university libraries for years led a hand-to-mouth existence as far as accommodation was concerned. At Otago, for example, "as late as the 1920's the Library was under the control of the Registrar, along the passage, who would unlock the grille in front of a bookcase for anyone who was foolish enough to want to read a book."⁷

At Lincoln College the position, even in the early sixties, was extraordinary. "The greater part of the stock had been accommodated at 15 different points, these being chiefly in the rooms of members of the academic staff."⁸

In 1957 the then existing federal organization "The University of New Zealand" called a national conference to work out some standards for university library buildings. It was agreed that the new library buildings should provide one library seat for every four students (allowing twenty-five square feet for every student seat), space for twenty-five years' growth with a total capacity of 500,000 to 750,000 volumes, and provision for a library staff of fifty. In practice what the government was prepared to finance turned out to be rather less in the initial stages.

The solution that was adopted was to permit the building of libraries with a maximum design capacity of 500,000 volumes (although experience has shown that all the buildings will exceed their design capacity) but with only part of the space originally occupied for library purposes. The first new library to be opened was at Wellington in 1965, and this set the pattern with 46,000 square feet originally allocated to the library in a building approximately twice that size.

The other buildings followed in a steady stream: Otago in March 1965, Massey in 1968, Auckland in 1969, Canterbury in 1974, and Lincoln in 1975.

By this time the wisdom of constructing library buildings and then allocating part of the space "temporarily" for other purposes



Godfrey Boehnke

The General Library at the University of Auckland, opened in 1969, with an eventual capacity of 750,000 volumes and 1,300 readers.



Godfrey Boehnke

Reference department and catalog area in the General Library, University of Auckland.



University of Wellington

Victoria University of Wellington Library, Rankine Brown Building, 1965. The first major academic library building to be constructed in New Zealand.



University of Canterbury

University of Canterbury Library, Christchurch. The James Hight Building, opened in 1975. Currently accommodates 365,000 books and 1,100 readers. When fully occupied by the library, it will provide space for double the number of books and readers.

had been seen to cause problems. At Auckland, the initial allocation of 50,000 square feet of a 95,000-square-foot building was inadequate from the time the library occupied the building in 1969, and negotiations were begun almost immediately to rehouse the "tenants."

It appears to have been as a result of these and similar problems elsewhere that the last university to receive a new building, the University of Waikato, was given permission to plan its new library in stages. Stage I, of 45,000 square feet, was completely occupied by the library in 1977. This system also has obvious snags as Waikato has discovered, having been rebuffed for the time being in attempts to obtain stage II of the building. The procedure of slow attrition of building-producing authorities is one with which a number of librarians will be familiar. At least the building at Waikato is designed for easy extension, with a temporary wall to be removed when the second stage of approximately 22,000 square feet eventually is built. Sensibly, the building is located in a central area with room for still further growth.

Architecturally, none of the libraries is particularly distinguished externally. Perhaps that at Waikato is the most striking, while the building at Auckland benefits from its setting next to the subtropical greenery of Albert Park. The central library at Otago suffers from a central courtyard designed as expansion space but into which it is well nigh impossible to expand.

Massey University Library has been candidly described by Margaret Rodger, "The outside is ugly . . . but on the credit side, there are no external pillars, and the layout is very simple."⁹ Massey was only allowed to construct a building of 22,500 square feet with a total planned capacity of 250,000 volumes, and this has resulted in the lowest ratio of seats to internal students of any New Zealand university and constant problems in accommodating stock.

Lincoln College, the smallest of the libraries, has the distinction of having had two new purpose-built buildings in the last twenty years. The first opened in 1960 and was outgrown and vacated for the second in 1975. The architects appear to have been determined that their building would stand

above the flat Canterbury plain; as a result the library operates on six floors, each of relatively small area.

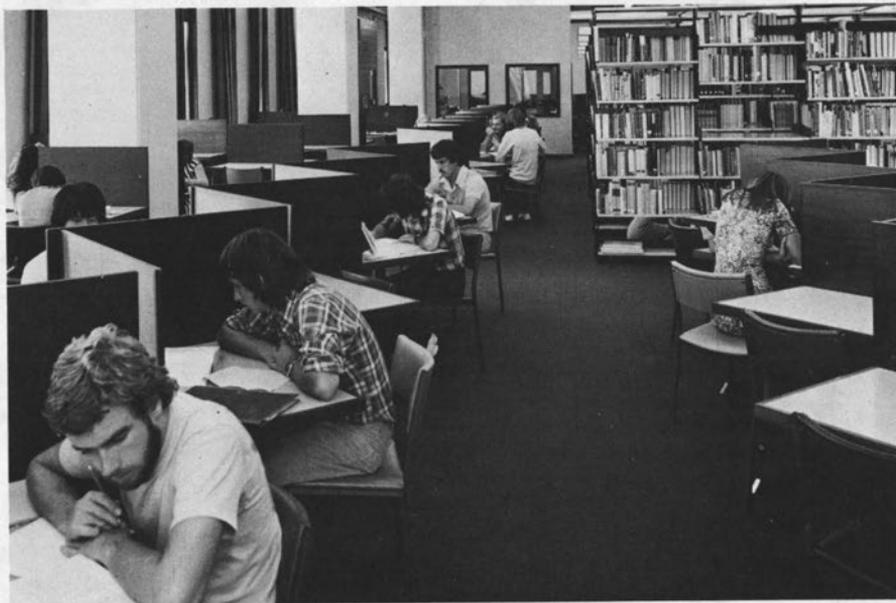
Internally, all the libraries provide practical, pleasant (if sometimes rather crowded) accommodation for readers. Furniture and equipment grants, although sometimes considered rather meager, have allowed extensive use of carpet and furnishings of reasonable quality. In fact, New Zealand university libraries are furnished and equipped to a standard that compares well with all except the most lavish overseas institutions. The main problem has been the constant battle for additional space which, although it is a problem endemic to libraries, appears to have occurred in an acute form in New Zealand.

While the main emphasis in library buildings has been on the provision of comfortable accommodation for readers, the library staff have not been forgotten as they appear to have been in some quite expensive new library buildings in other countries. At Auckland, for example, the staff of the general library occupy a conspicuously well planned suite of rooms in one of the prime positions of the building. Lest it all seem too idyllic, it is perhaps worth mentioning that at Wellington it was calculated that in 1978 more than five tons of new books had to be carried up to the acquisitions department and then down to the catalog department.

Planning storage buildings on or off campus has not received much attention in New Zealand largely because librarians' attention has been concentrated on obtaining basic facilities and the discussion of storage could divert attention from the main need. The University of Canterbury, however, is planning a low cost, high density on-campus storage building.

Services

Coming to New Zealand from Britain as I did in 1970, I immediately became aware of the major difference in university libraries. Every New Zealand university library has a well-established reference department which, at that time, was the exception rather than the rule in Britain. The reason for the development of these services in New Zealand may be traced to the North American influence on the New Zealand



University of Waikato

Reading area in the University of Waikato Library. The building has 600 reader places and space for 300,000 volumes.



University of Waikato

University of Waikato Library, Hamilton, opened in 1977. This building is the first stage of a three-stage building.



University of Otago
University of Otago Central Library, built in 1965.



Lincoln College
George Forbes Memorial Library, Lincoln College, Christchurch. A specialized library related to agriculture and horticulture. The building, opened in 1975, currently houses 295 seats for readers and 70,000 volumes.

academic library scene since it was in North America that the need for academic libraries to adopt a more positive approach to reader services was first emphasized.

British experiments in the last decade with the "information officer" approach to reference work have not been followed in New Zealand. This is principally because of the difficulties that were foreseen in achieving staffing levels which would enable a personalized service of this kind to be offered to any but a small segment of the university community.

All the libraries accept that they have a teaching function and have adopted most of the techniques used overseas to assist readers: tape-slide programs both locally produced and imported, guided tours, lectures, audiotape programs, printed leaflets. Like most academic librarians overseas they doubt the success of their efforts with any but a small group of the university population and clutch at any novelty that appears likely to improve the situation.

One area that has been slow to develop has been the provision of computer-based bibliographical services. New Zealand is too small to generate many original data bases, and access to overseas services has been hampered by poor telecommunications. However, the introduction by the New Zealand Post Office of its Oasis Service for data transmission in September 1979 has changed the situation, and almost all New Zealand university libraries either have installed or will be installing terminals to access, initially, data bases in the United States.

One unusual service is that provided by Massey University Library to extramural students. Massey has accepted a responsibility for teaching extramural students throughout New Zealand and in 1979 was serving 6,195 students in this category as compared with its full-time enrollment of 5,219. The university library has developed a special service to meet the particular needs of these students. It has been able to devote only a very small amount of finance and staff time to the service (which is run by one professional librarian and two assistants), but it is obvious that a great deal of care and thought has gone into its creation.

The latest survey of the service was published in 1975.¹⁰ Books and photocopies are supplied by mail, and students are regularly sent a library newsletter. The use made of the library by extramural students is very low when compared with internal students, but this is not really surprising since many of the students have access to local libraries. It is possible that students would benefit more from these local sources being strengthened from government funds rather than from further centralized facilities.

All the university libraries have special collections of books in heavy demand. None has a full-fledged undergraduate library on the North American model, although Wellington has a congested study hall in its central building with a stock of about 20,000 books on academic reading lists and seats for 112 readers (and plans to provide a much enlarged facility).

Auckland has a smaller collection in its undergraduate reading room (housed separately from the general library in the converted ballroom of Old Government House) with 140 seats. Auckland also has one professional member of the circulation department solely devoted to monitoring use of the collection by undergraduates and taking steps to improve the availability of material both in anticipation of and response to demand.

New Zealand has a well-organized internal system of interlibrary loan which until now has been almost completely free to users (most institutions even supply photocopies to cooperating institutions without charge). There are indications that, as in other countries, financial pressures may lead to the imposition of service charges.

Automation

I make no apology when reporting the fact that New Zealand university libraries so far have not become involved in automation to any great extent. It seems quite clear that a number of overseas academic libraries of similar size have embarked on automation programs that have provided them with services no better or worse than the manual systems they replaced and at considerably greater cost. On the other hand, there is also considerable evidence that sensibly organized cooperative ventures in automa-

tion can produce benefits for libraries.

New Zealand would seem to be in a favorable position to develop a coordinated national system. The total number of libraries is small and the universities have compatible computer facilities. Unfortunately, the main difficulty in the way of developing a national system has been the inability of the National Library of New Zealand to sustain a central role. The starvation of the central body of staff and access to computer facilities has precluded development of a national scheme. In addition, the computer facilities at many universities are overloaded and the service offered to the libraries very limited.

Almost all the university libraries have produced serials lists by computerized methods. Canterbury is the only university library to have made much use of the computer in its housekeeping routines. Its automated acquisitions system has been operating for some time, and the cataloging system is operational and being further developed.

No university as yet has an automated circulation system, and, unfashionable as it is to say it, Auckland has a good manual system that for years has allowed the kind of control of stock in heavy demand which recently has been the object of the attention of M. K. Buckland and others.

All the university libraries still maintain card catalogs. Several university libraries make use of cards supplied by Blackwell North America, and the University of Waikato uses a computer to validate, sort, and print its card orders. Very little use is made of Library of Congress cards in New Zealand. Canterbury is the only university library to make use of MARC tapes in its cataloging process. As far as classification is concerned, four of the university libraries use Library of Congress (Otago being in the process of conversion from Bliss), and two use Dewey. Auckland, although using Dewey for the bulk of its collections, wins the prize for variety since in specialized areas of its collection it uses U.D.C. (engineering), National Library of Medicine, Harvard-Yenching (Chinese and Japanese), Homegrown (law), and Guelph (official publications).

TEACHERS' COLLEGES

There are eight teachers' colleges in New Zealand, and the early history of their libraries has been summed up by Joan McLaughlin: "a tale of frustration and inaction but it is also a tale of dedication and service by librarians and principals under adverse conditions and against great odds."¹¹

The Education Act of 1877 provided funds for the education boards in Auckland, Wellington, Christchurch, and Dunedin for the purpose of training teachers. The teachers' colleges continued to be administered by these boards until 1967, when autonomous councils for each college were established. However, since finance is provided through the Department of Education, in effect there is a very considerable measure of central control on the development of these institutions and, therefore, of their libraries.

In 1967 the New Zealand Teachers' College Association requested the New Zealand Library Association to draw up standards for college libraries, and these were duly prepared and published.¹² The minimum book stock recommended for teachers' colleges with 1,000 students taking a three-year course was set at 50,000 books. At the time of the survey the colleges had a combined book stock of 254,000 volumes, which, according to the standard, should actually have been about 382,000 volumes so that there was a very considerable shortfall.

Although the standards were not recognized officially by the Department of Education, they undoubtedly helped in the years that followed in arguing cases for increases in grants and staffing and for the provision of new accommodation. Special grants were provided to bring the stock of the libraries up to a minimum level, but the abrupt withdrawal of these grants in 1977 (by which time several of the collections had exceeded the 50,000-volume size but with student rolls also exceeding the 1,000 level) caused consternation. The teachers' college libraries were left with very small basic annual grants, barely enough to sustain their periodical subscriptions and with very little left for monograph purchases.

The director of teacher education in the Department of Education set up a working party in 1979, and its recommendations on library finance are now with government. Meanwhile the financial situation of the libraries is still extremely precarious.

The stock of the libraries has some individual features. Apart from material required by staff and students for course work, all the libraries have collections of children's literature. R. M. Gray describes these as follows:

The concept of a model school library set up with a classified catalogue and extremely simplified Dewey classification was for many years popular in the colleges although not all colleges tried this, or even kept children's stock separate from adult stock. The growth of new media and the development of new syllabi along with the artificiality of setting up a *children's* model to be used by *adults* has caused the libraries to look at different methods of organisation of children's stock. The majority of the libraries now have collections of children's materials shelved and organised separately but less and less like the older idea of a model school library.¹³

Teachers' college libraries were among the first institutions in New Zealand to become involved with nonbook materials to any extent. The development of these collections, however, has not been without problems partly caused by the lack of control at a local level of additions to the collections since it is the visual production unit of the Department of Education that is responsible for the acquisition and production of a wide range of material. This is limited to the level of school pupils, and much of it is not up to date. An improvement is only likely if the financial position is improved so that the libraries can purchase supplementary material.

Stock is not much use without staff, and until 1947 the colleges were unable to appoint librarians. Only in 1975 was a formula for staffing introduced. This allows each library to have eight staff members for up to 1,000 students and one additional staff member for each further 125 students.

As far as accommodation is concerned, most of the libraries have endured a series of moves, but now all of them, except Dunedin, are in buildings designed for the

purpose. Although a variety of architects have been involved, a favorite feature appears to have been the insertion of a mezzanine floor in a relatively small building. Some of the libraries reveal insufficient influence by librarians at the planning stage, with unfortunate results.

In recent years the number of students at teachers' colleges has been decreased. The response of the colleges has been to diversify and offer courses to a wide variety of professions. This has, of course, complicated the role of the libraries. In addition, the increasing involvement of the colleges in programs of continuing education for teachers places an additional burden on the libraries, which they will find difficult to sustain if they are not provided with extra resources.

TECHNICAL INSTITUTE AND COMMUNITY COLLEGE LIBRARIES

It is within the past twenty years that technical education in New Zealand has been transferred from the secondary to the tertiary sector of the education system. There are now fourteen technical institutes, and in 1977 they catered to 4,946 full-time students and 130,443 part-time. Technical institute libraries were slow to develop. They took over little or no book stock from the secondary institutions that they succeeded and in their early years were poorly provided with finance, staff, and accommodation.

In 1973 the New Zealand Library Association produced *Standards for Libraries in Technical Institutes*. The major recommendations were that "The size of the book stock should be related to weighted student hours (W.S.H.). For a new institute with several fields of study amounting to 200,000 W.S.H. there should be a stock of 5,000 volumes to be achieved not later than three years after the establishment of the institute. For each succeeding 100,000 W.S.H. there should be an increase of 1,500 books." On staffing, the standards recommended a minimum of three staff members, and on space the recommendations were 3,130 square feet for an institute with an enrollment of 200 to 20,820 square feet for one with 2,500.¹⁴

Although these standards have been criticized within New Zealand as being far too low, they were seen at the time as being realistic in a situation where most institutions had very small book stocks, poor accommodation, and in some instances no library staff appointed until several years after the institute had started functioning.

The last published census of libraries showed that in 1974 forty-three library staff were employed in nine technical institutes with a total stock of 97,500 volumes, ranging from 1,766 volumes at Taranaki Polytechnic, New Plymouth, to 36,522 at Auckland Technical Institute.¹⁵ It is clear that the librarians in these institutions have had to work extremely hard to provide even a basic level of service, and it is to their credit that so many of them have tried to do more than the basics.

One example of innovation, which caused some raised eyebrows among fellow librarians in New Zealand, was the introduction of background music in Wellington Polytechnic library. Jane Coard described what happened:

We thought that during term time we would just provide music during the lunch hour. However, when we turned the music off, the readers came asking why the music wasn't playing, so we added to our stock of homemade background music and now play it continuously. The results have been so interesting that we are now conducting an opinion poll of readers to see whether we should continue. . . . Note: most opposition comes from accountancy students.¹⁶

As far as the future is concerned, it has been argued that since technical institutes in New Zealand are not highly academic or research oriented extensive library provision is not warranted. On the other hand, there are those who argue that the widening role of technical institutes and, in particular, the transfer to them of teaching in health education (notably nursing education) demands more emphasis on library facilities. In addition, it has been said that, outside the principal urban areas, these libraries could provide an important information and research center for the community. A small increase in funding was announced in 1979.

The technical institute librarians themselves appear to be making valiant efforts by group action to improve the situation. They

publish a regular newsletter (*TICCL News*), meet together, and are currently trying to develop a further set of standards.

Mention should also be made of community colleges. These are a new addition to the New Zealand educational scene, and the government seems not only to have been unclear as to their role but also to have placed no emphasis on library provision. Like the technical institutes, they have been inadequately financed and staffed.

Allison Dobbie, librarian of the Hawkes Bay Community College, commented:

The Community College Library received a setting-up grant of \$4,000 in 1975. This is standard practice for all new Technical Institute Libraries, so standard in fact that the Otago Polytechnic Library, set up 10 years ago, also received \$4,000. Thus no regard was paid to inflation or the broader needs of the Community College. The provision of one staff member only, at a time when a library is being set up, and the greatest energy and direction is necessary to establish a firm foundation for further development, is totally inadequate.¹⁷

It is a tribute to the sense of mission which still, despite the cynics, inspires some librarians that it has been possible to find librarians willing to try to provide a service in these daunting circumstances.

CONCLUSION

The development of universities in New Zealand can be summarized as being extremely slow until the last two decades, when considerably accelerated growth has resulted in the development of institutions of which a small country need not feel ashamed. Inflation, combined with a weak national economic position, has resulted in a slowing down in growth. The immediate future does not seem bright.

The government is insisting that non-academic staff numbers in the universities (and this will include library staff) should be reduced. It has stated that, in assessing grants for the universities for the next five years, the costs of library materials may be supplemented, but most academic librarians are skeptical that this statement can be taken at its face value.

This is particularly serious in a country where individual institutions, because of the distance from alternative sources, must of

necessity be much more self-reliant than the libraries of similar sized institutions in Europe or North America.

While the university libraries of New Zealand have improved dramatically, the same statement cannot be made of other

forms of tertiary education. Much has been achieved in the face of very difficult odds, but the libraries in teachers' colleges, technical institutes, and community colleges remain grossly underfinanced for the role which they ought to play.

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Marketing Library Services: Strategy for Survival

Marketing is an activity that has relevance not only for organizations within the profit sector of the economy but also for libraries and other nonprofit organizations. The author discusses the conditions necessary for the success of marketing programs within libraries and methods of implementing a formal marketing program. The four factors of the marketing mix are discussed, and administrative decisions are considered within the framework of these four factors. It is concluded that each library must determine the specific marketing mix that will be of optimal value to its patrons.

MARKETING IS AN ACTIVITY that for years has been used successfully within the profit sector of the economy to promote demand for products and services. Recently, however, nonprofit organizations—including libraries—have come to realize that marketing activities are relevant to the management of their operations also.

The term *marketing* refers to the effective management by an organization of its exchange relations with its various publics.¹ The obvious reason for librarians to become involved in a formalized effort of this nature is to improve the satisfaction of the potential library patron.

There exists a very real tendency for people *not* to ask for assistance from someone else, even when it is readily obvious that service is available and that the person who *can* help is *willing* to help. Anyone who has assisted patrons at the reference desk has encountered this attitude with patrons who preface their questions with statements such

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as, "I'm sorry to *bother* you," or with patrons who spend an hour looking through current issues of periodicals before they ask at the reference desk how they can locate articles on a specific subject.

In general, this type of problem is difficult to deal with; however, librarians who are engaged in a serious marketing effort to counter such attitudes can make significant advances in reaching potential patrons who need the information that librarians can provide but who aren't willing to ask for help and therefore aren't being satisfied.

A second reason for librarians to become actively involved in marketing their library's services relates to the emphasis on accountability in today's nonprofit organizations. A number of authors have emphasized the relationship between the actual contribution of a library and the amount of funding received for the library's programs and services. Dougherty and Blomquist, for example, suggest that a library's best defense against budget cutbacks is to become an indispensable source of information and services.²

If the library is seen by its clientele and onlookers as vital to the university or to the community, it will be less in the position of having to justify the existence of its programs and policies. If the library does *not* have this kind of support, it will continually

have to fight to obtain the funding needed to support its programs, and, in the long run, its ability to provide service to the patron will be impaired.

By actively marketing the library's services, the library can reach more potential users, encourage use of the library's resources, and work toward becoming an indispensable source of information for the community.

These aren't the only reasons for engaging in the marketing of library services but are among the most important and should be sufficient reason for librarians to consider the possibilities offered by the marketing of library services.

The remainder of this paper will outline the means by which librarians can become actively involved in an effort to market their services. The intent, however, is not to offer specific answers that will be effective in every library, but rather to suggest an approach by which librarians can begin asking the right questions and determine the appropriate course of action in their own library situation.

THE MARKETING CONCEPT

Probably the main prerequisite to the success of any marketing program within an organization is that every member of the organization become committed to what has been termed the "marketing concept." The marketing concept is defined as "a *consumers' needs orientation* backed by *integrated marketing* aimed at generating *consumer satisfaction* as the key to satisfying *organizational goals*," and calls for a basic re-orientation of the organization from looking inward toward its products and services to looking outward toward the consumer's needs.³

In terms of libraries, this concept means a change of attitude from that in which librarians acquire the types of materials that they feel are appropriate for the collection, catalog them, put them on the shelves, and assume patrons can find them if they want them. Instead, it must be acknowledged that if patrons need particular items in their scholarly pursuits and they are in the library's collection, the patrons ought to be able to locate them. If an item is *not* in the collection, the library should be able to pro-

vide access to it with minimal delay through interlibrary loan or a cooperative agreement with other libraries.

Under the marketing concept, then, the patron is the focus instead of the librarian, and the patron is the librarian's reason for being.

The marketing concept requires integrated marketing; the various departments in the organization must realize that the actions they take have a significant effect on the organization's ability to create, retain, and satisfy consumers.⁴

While in libraries the public services staff generally has the bulk of patron contact and probably does the most to influence the patron's attitude toward the library, staff in other areas do have an impact. Technical services staff, for instance, can promote a patron service orientation by rush processing a book for a patron or by adding *see* references to the subject catalog for instances in which the LC subject headings are obscure. The main focus in promoting integrated marketing within the organization, then, is to encourage *all* departments to center their efforts on maximizing the patron's satisfaction.

IMPLEMENTING THE MARKETING PROGRAM

Once the marketing concept has been established among the staff of the organization—and that is not an easy task to accomplish—the next step is to analyze the current situation, assess the strengths and shortcomings in the library's current programs and policies, determine the goals that a program of marketing library services should accomplish, and determine the specific methods by which those goals can be achieved. These activities will involve a significant amount of staff time and resources.

The factor of importance is to make certain that all relevant aspects are included in the analysis; Kotler recommends the use of a "systematic marketing audit" to make certain that no relevant aspects are omitted.⁵

Briefly, the first task in such an audit is to look at the environmental factors affecting the organization. It involves questions such as: "Who comprises the organization's clientele?" and "What are the present and expected future size, characteristics, and demands of the clientele?" In a university

setting, for instance, the library might do well to ask what degree programs are being planned for the next five- or ten-year period in order that it may anticipate demands that will be placed on it in the future.

The factor to be kept in mind at this stage is the importance of acquiring *factual* information rather than falling victim to erroneous assumptions.

The second stage of a marketing audit involves an assessment of the organization's current marketing system and centers on the general requirements of a marketing program for the organization, the organization's long-term and short-term objectives as determined by the earlier analysis of the organization's environment, and the optimal allocation of resources—to patron service aspects versus acquisitions, for instance.

The objectives identified in this phase of the marketing audit might focus on increasing the community's awareness of library services, facilitating patron access to the collection, increasing library instruction, or any of a number of other areas. Each library's goals and plans for action will differ because of situational needs and financial constraints.

The final phase of the marketing audit involves a continual reassessment of all factors involved in the general marketing program chosen by the organization, including the continual monitoring of the effectiveness of each aspect of the program and revision of the organization's goals as required.

THE MARKETING MIX

The idea of a systematic marketing audit provides a theoretically sound basis for organizing a marketing program in the organization. From an examination of the activities involved in such an exercise it becomes apparent that the marketing of library services requires a total organizational effort that must originate with top management and spread throughout the organizational hierarchy. It also becomes obvious that a marketing effort involves more than just the advertising or promotion of existing services.

In fact, with the general information derived from an exercise such as the marketing audit, a specific strategy—or what is termed an appropriate "marketing mix" of

product, place of distribution, price, and promotion factors—can be formulated in order to achieve the goals that have been identified. Although on the surface the promotion factor has the greatest application to libraries, product, place of distribution, and price are also relevant.

Product

While libraries are not generally conceptualized as dealing in a product, decisions concerning which books to acquire and which items to purchase in book form versus microform are examples of product decisions made by libraries. An aspect of increasing importance in this area is the determination of those items the library *must* have in its collection and those materials the library can rely on other libraries within the system, network, or area to provide it with on an interlibrary loan basis. Determining what book materials to buy and what subject areas to stress, then, are very basic marketing decisions, and will affect the library's future ability to satisfy its clientele.

Place

A second factor in the marketing mix is the place decision—the decision on the channels of distribution that will be used. In libraries, one aspect of this factor that immediately comes to mind is the decision to build branch libraries as opposed to additions to the main library, requiring consideration of costs, duplication of resources, and convenience for the patron. Again, the decisions that are made will have an impact on the library's future capability to service its clientele and should not be made without full consideration of the effect on the library patron as well as the effect on the library's internal operations.

Price

Price is the third factor in the marketing mix. This factor is possibly the least applicable of the marketing factors, since generally library services are offered at no direct cost to the public; however, more and more, librarians are being called upon to make decisions about whether to charge for services beyond those which are designated as "base level."

Data base services are a prime example—the question of whether a portion or all of the costs involved in an on-line data base search should be passed on to the patron. The decision that is made should be based on a well-thought-out identification of the organization's overall goals and marketing goals. If the library's objective is to provide free services above all and data base service is viewed as another reference tool, then no further consideration is necessary. However, if the library's objective is to make services available in any way possible, charging for the service may be considered as a viable option.

Promotion

The final factor in the marketing mix is promotion: communicating with current and potential clientele to make them aware of services that are available. Three major means of communication libraries can use to promote their services are advertising, personal contact, and what has been termed "atmospherics."⁶

Advertising refers to the effort to stimulate demand for a product or service by conveying significant information to the community through various means such as mailings, use of the media, etc. Libraries are already involved in this activity: having the campus newspaper run articles on upcoming student orientation tours, posting signs to make patrons aware of policies and services, and sending out newsletters to patrons. These are effective means by which a library can say, "Here's what we can do for you." If there is a problem in promoting library services, it is that this aspect of promotion is relied upon too heavily, while the importance of personal contact and atmospherics is slighted.

Personal contact can be an effective method of marketing the library's services, particularly in the case of college and university libraries. This effort could involve staff members getting out of the library and talking to faculty and administrators about services that are available. It might also involve the assignment of librarians as liaisons with departments on campus to assist faculty members in information-gathering or problem-solving.

Not only does this type of personal con-

tact allow librarians to provide better service to faculty members or administrators, but it also provides an opportunity for librarians to be aware of developments in campus academic departments, such as new subject areas of concentration being developed. Communication through personal contact is also an excellent means for technical services librarians to acquire an understanding of the kinds of problems that patrons are having.

The rewards can be great, and the amount of favorable public relations on campus that can be derived as a result of faculty members making their own personal contacts once they have begun to use the library's services can also be great.

Atmospherics is the final area of promotion to be considered. The term "atmospherics" refers to the attempt to design the library building with consideration for the people who will use it. The goal is to make the library a pleasant place where patrons will want to spend time (or, at least, where they won't *mind* spending time). The factor of importance is that if the library isn't a comfortable place to be, if it is not conducive to study, if it doesn't "feel" right to the patron, or if the layout is such that users have to run all over the building to locate needed materials, they are *not* going to spend any more time there than they absolutely *have* to.

PUTTING IT ALL TOGETHER

The discussion above has considered acceptance of the marketing concept by library staff members as a prerequisite to the success of a marketing program and has emphasized the importance of identifying the library's current situation, the goals that its marketing program should achieve, and the optimal strategy for realization of those goals.

The broad range of activities involved in a marketing program was described, and it was indicated that each library must determine in its own situation the mix of product, price, place, and promotion variables that can best lead to the achievement of its objectives, within existing constraints.

An important factor to be kept in mind is that the current policies and practices of a library weren't necessarily formulated with

the patron in mind and that they are not unalterable. Simply because things have always been done in a certain way is no reason why they have to be done that way in the future. An endless range of possibilities exists in library operations, and each library must determine the product and service mix that will be of optimal value to its patrons.

In closing, there is one caution to emphasize. The services provided by the library *must* be everything that they have been claimed to be in the marketing program. If the library has publicized that items will be received through interlibrary loan within three days but it consistently takes at least a week to receive them, or if the signs say "We're Here to Help You" but the public services staff through its attitude says something else, then, although people may have come through the door once to try the library's services, the odds are that they will not return. The moral is, above all, "Don't promise what you can't produce."

Libraries today are in the same position

as many other nonprofit institutions when facing the question of whether to use resources in marketing their services. Daniel Fink recently discussed the marketing of hospital services and concluded with a statement that expresses the spirit of the preceding discussion:

When physicians and administrators learn about health-care marketing, they frequently comment that they were already doing marketing—they just didn't know it. But effective health-care marketing requires a coordinated effort, at all levels, to understand and meet both community and individual patient needs. This effort is not easy, and, as in the consumer products field, will often be unsuccessful. But the goal to truly serving the patient is of such importance—especially in these times of increasing competition and rising consumerism—that the question is not 'Can hospitals afford to market?' Instead, we must ask, 'How can they afford *not* to?'⁷

An assessment of the position of libraries today leads inescapably to the same conclusion: How can libraries afford *not* to market their services?

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Status of Academic Librarians: A Case Study from Nigeria

This study reviews the status of librarians at the University of Lagos, Nigeria. Developments can be divided into two periods: the first from the establishment of the university in 1962 until 1974 during which time librarians were regarded as academic staff; and the second from 1974, when a crisis was created by the government's acceptance of the report of the Public Service Review Commission, to 1978 when efforts were made by librarians as a group within the institution to effect a change.

LIBRARIANSHIP THROUGHOUT THE WORLD is in various stages of development, a development greatly influenced by social, economic, educational, and technological changes. These developmental stages in librarianship vary from one country to another, and even among different types of libraries within one country. Academic librarianship is no exception, and academic librarians must establish their status within their university systems. In some countries it has been a nationwide effort for these librarians, whereas in others librarians pursue their effort in their separate institutions. At certain times their struggles reach a crisis.

This study focuses on developments in the status of librarians at the University of Lagos in Nigeria. The University of Lagos, established by the University of Lagos Act in 1962, is one of the oldest of the thirteen universities in that nation. The oldest university dates from 1948. Four universities were established between 1960 and 1962. The remaining universities were founded in 1975, except for one that started as an institute of technology and became a full-fledged university in 1971. All thirteen Nigerian universities are financed by the federal government.

This study has been restricted to the Uni-

versity of Lagos, and it is not representative of the situation in the other universities. Because of differences in administrative policies and pressures, individual institutions give varying types of status to their librarians. It remains desirable, however, that librarians devise a single definition of the term *academic status*, and that they should all support this uniform definition if they are to be taken seriously by the university community and, in particular, by the teaching faculty.

At the University of Lagos, the library system includes the main library and the education library, both on the main campus, and the medical library on the campus of the College of Medicine of the university.

RECOGNITION OF ACADEMIC STAFF

The struggle of the academic librarians to secure and retain a particular status within the university system can only be appreciated when the reasons are understood. Thus it is pertinent to outline the status of the academic staff as it relates to other members of the university community. The academic staff is well regarded by the government as is clearly shown by the report of a commission set up by the government and submitted in 1971:

Nigerian universities, like universities elsewhere, are jealous of their institutional freedom. This is

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as it should be, and the proposals that follow take full account of it. . . . the academic staff of our universities should be given a level of remuneration which takes the fullest account of their outstanding academic qualifications which will make them feel that they are justly treated relatively to others in the economy and which will enable us always to obtain and retain suitably qualified staff for the universities.¹

Government recognition of the academic staff of the universities in Nigeria is not, however, extended to other members of the university community whose duties are not academic. This is made clear by the same commission: "A distinction should be made between academic posts on the one hand and, on the other, posts the holders of which perform duties not different in essence from those performed in the civil service."²

Thus any group that can make any claim to academic standing will do so to attain the prestige attached to such posts.

STATUS OF LIBRARIANS

For the purpose of this paper academic status and faculty status are accepted as identical terms, with this definition from the Association of College and Research Libraries in 1959 used:

Academic status for professional librarians may be defined as the formal recognition, in writing, by an institution's authorities, of librarians as members of the instructional and research staff. The recognition may take the form of assigned faculty ranks and titles, or equivalent ranks and titles, according to institutional custom.³

The legislation that established the University of Lagos recognized the relationship between the excellence of library holdings and the caliber of librarians, as well as the crucial role of the librarians as participants in the processes of teaching and research. Hence this legislation stated that the librarians are academic members of the university staff:

All appointments to senior library posts shall be made in the same way as equivalent appointments in the academic staff and for such posts, other than of "librarian," the librarian shall be a member of the Selection Board.⁴

The selection board referred to here is a subcommittee of the appointment and promotions (A&P) board, which is responsi-

ble for the appointment and promotion of academic members of the staff. The selection board performs those duties on behalf of the A&P board. The "librarian" is the university librarian, the equivalent of the director of university libraries in the United States.

By virtue of this position, the librarian is a member of the selection board and sits on it except when being considered for a specific post.

Librarians in this category are those who are full professionals, and they enjoy the same rights and privileges as the academic teaching staff. They are usually referred to as academic library staff to distinguish them from the other members of the library staff within the university library system who are not professionals.

The academic library staff, then, using the words of Anita Schiller are: "employees doing work that requires training and skill in the theoretical or scientific aspects of library work as distinct from the mechanical aspects."⁵

Since the founding of the University of Lagos, and under the provisions of the act that established it, the librarians are ranked identically with teaching faculty. Table 1 shows the parity of ranking between academic teaching staff and academic library staff.

Academic status for librarians in the University of Lagos entitles them to the same rights, privileges, and responsibilities as members of the academic teaching faculty. These include corresponding rights to rank, promotion, tenure, leaves, and research grants. Librarians undergo the same process of evaluation and meet the same standards as the academic teaching staff.

TABLE 1
TEACHING AND LIBRARY RANKS,
UNIVERSITY OF LAGOS, AS ESTABLISHED
BY THE UNIVERSITY OF LAGOS ACT*

Academic Teaching Staff	Academic Library Staff
Professor	University Librarian
Associate Professor	Deputy University Librarian
Senior Lecturer	Senior Librarian
Lecturer I	Librarian I
Lecturer II	Librarian II
Assistant Lecturer	Assistant Librarian

*University of Lagos, *Annual Report, 1973-74* (Lagos: University of Lagos, 1975), p.61. Tabulation prepared by author.

Librarians take part in the internal governance of the institution as they are also elected to the senate and other committees of the university on the same basis as their teaching counterparts. Membership on academic and other university committees is a measure of acceptance by the faculty and administration. McAnally also noted: "If the classroom faculty at an institution utilize the committee system in conducting certain departmental and college affairs, then the library should do likewise."⁶

The library also operates as do other academic units on decisions relating to appointments and conditions of service. Tenure does not, however, come automatically with every appointment, particularly at the lower levels. The granting of tenure comes later, usually after the first three years of successful professional practice. At some other levels, where the librarian appointed has secured tenure in a previous position, the tenure is automatically transferred to the new position.

From the time a librarian without tenure is appointed to the time of qualification, clear evidence must be shown that the granting of tenure is appropriate, usually at the end of the probationary period. If there are no reasons otherwise, tenure is granted. But if it is not granted, the librarian can petition the appointments and promotions board through the head of the department (the university librarian).

The emphasis on tenure, particularly for librarians, is to assure them of academic freedom in book selection and dissemination of information and advice to their users, all essential factors in the academic environment.

The librarians at the University of Lagos receive the same salaries for an academic year as do other faculty members of the same rank. They also enjoy the same leaves as other academic members of staff, including sabbatical and research leaves. They receive these leaves on the same basis and with the same requirements as do other faculty members. It is apparent that, for librarians to maintain an academic tradition, they must contribute to academic activities as well as to the literature of the profession. To be able to do this, however, librarians need time. In recognition of this need,

librarians are not tied to the exigencies of the twelve-month appointment. There is some time allotted to undertake such academic activities.

Promotion of librarians at the University of Lagos is based on the general requirements for promotion within the academic hierarchy. Librarians must show evidence of ability to perform at a high professional level in areas that contribute to the educational and research mission of the university, such as reference services, bibliographic services, and collection development. Beyond this general statement on level of performance, criteria are established for promotion to specific ranks. These criteria and procedures are the same for the other members of the academic staff as well.

Librarians are eligible for membership in the Nigerian Association of University Teachers (NAUT). In addition, librarians at the university play an important role in the Nigerian Library Association (NLA) and have held offices at the local and national levels.

As much as the librarians enjoy academic status at the University of Lagos, there are some limitations that are unknown in usual academic circles. There can be only one librarian at the professorial grade at any given time. Only one deputy university librarian with associate professor rank is provided for in the system. Librarians have made efforts in the past to change this situation, because such limitations place a barrier on the aspirations of the librarians in the system. At the same time it can discourage good librarians from joining the system.

It is obvious that there is no privilege without responsibilities, and there is no status without commensurate qualifications. In the words of Bernard Barber: "The greater the amount of knowledge or responsibility, or the two in combination required for performance in a given role the higher the stratification position of the incumbent of that position."⁷ This knowledge should be systematic and generalized, "not just long training in manual dexterity as for an athlete for example."⁸

For librarians, therefore, to be appointed to the academic cadre of the University of Lagos, there are certain qualifications. The

basic qualification for a librarian at the beginning grade level is postgraduate training. This may be met by the postgraduate diploma in librarianship (P.G. Dip. Lib.) of the University of Ibadan; by the master of library science (M.L.S.) of the Ahmadu Bello University, Zaria (the two universities in Nigeria with library schools); by the Associate of the Library Association of any British accredited library school as long as it is obtained at the postgraduate level; or, finally, by the master of library science (M.L.S.) from an accredited graduate library school in the United States.

Some graduates with bachelor's degrees in subject areas of particular interest to the library other than library science are employed by the library as the equivalent of graduate assistants in the teaching units with a view to their attending a library school within one year from the date of appointment. The appointment of this category of staff, called librarian-in-training, serves to attract those graduates with special subject backgrounds. These graduates have in the past been appointed in the areas of science, technology, and engineering. Such appointments are made, and subsequent training given, with the understanding that these individuals will return to work with the library for a specified minimum period of time.

THE CRISIS

The foregoing description represents the situation of librarians at the University of Lagos from its establishment in 1962 until 1974 when matters took a new turn. At that time the government accepted the report of a commission set up in 1973 to study and review salaries and wages of workers employed by the government and quasi-government institutions throughout the country.

The commission, the Public Service Review Commission, was established as a result of labor unrest in the country, a situation caused by increasing inflation and lagging salaries. The commission's report affected dramatically both the civil service and the universities. Many protests were staged, and representations were made to the government about the commission's recommendations and the government's acceptance of them.

The effect on librarians was particularly unfortunate. Although the National Library made a presentation to the commission during its hearings, the commission ignored the statement from librarians in universities and colleges. All librarians, on the basis of the presentation from the National Library, were grouped together. Librarians were classified as administrators, regardless of the institution in which they worked.

Previously, university staff considered administrators were those in the bursar and registrar's offices. This decision marked the beginning of a difficult period for academic librarianship and for the status of librarians at the University of Lagos. The events of the next four years served as a turning point in the history and practice of librarianship at the university. Morale was seriously affected, and finally librarians decided they must work as a team to restore and maintain their status in the university.

The report simply classified librarians as administrators but set up no structure for them. The librarians were thus abandoned in the "middle of the road," placed in the administrative hierarchy but with no structure. As a result of general protests from the Nigerian labor force, the government set up the Public Service Review Panel to make necessary adjustments. Decisions of this panel are regarded as final without further representations permitted. No institution was allowed to effect any change in the final decision without referring it to the review panel and receiving its approval.

The university was in a dilemma: as much as the head of the institution and most faculty members were dissatisfied with the situation, there seemed to be nothing they could do. The librarians were stripped of the privileges they had enjoyed as members of the academic staff, but they were still expected to fulfill those responsibilities that justify these privileges. Hence librarians were still academic staff by function and responsibility but without concomitant privileges.

The commission's report made librarians think of a joint effort, and they combined forces to bring about a change in their situation. The Committee of University Librarians, composed of library directors, met and decided to present a joint memorandum to the government on the issue. Their paper

was submitted through the Committee of Vice-Chancellors to the National Universities Commission for eventual forwarding to the Public Service Review Panel. The government has as yet given no response to the statement.

A SOLUTION AT LAGOS

In the interim, each university library was expected to make internal adjustments in its individual institution, pending the resolution of the concerns expressed in the joint memorandum.

At the University of Lagos it was difficult to fit librarians into the administrative hierarchy, and so a compromise was achieved. Unfortunately, through it four of the six library ranks were placed one step lower than previously. Table 2 shows this new arrangement.

To correct these disparities, librarians at the university offered numerous recommendations: the first was the abolition of the post of assistant librarian, grade level 08, and the substitution of a librarian-in-training rank at that level. A professionally qualified librarian would be appointed to the system as a librarian II, grade level 09, the same level as assistant lecturer. Such a solution would satisfy the new entrants, as they would be equated with their traditional counterparts in the teaching faculty, regardless of the title.

It was also recommended that the rank of deputy university librarian be raised to senior deputy university librarian at grade

level 15, a level proposed for associate professor.

Librarians also believed promotional levels should be expanded to facilitate upward mobility. Their proposals are summarized in table 3.

These recommendations were presented to the university senate through the vice-chancellor and have been accepted as a "local" arrangement. Situations in other universities vary immensely, depending on the efforts made by the librarians themselves and the legislation or authorization that established each of them. Every university library still awaits the outcome of the presentation of the Committee of University Librarians, still with the Public Service Review Panel. Some of these recommendations, however, are already being implemented at the University of Lagos.

It should be noted that the university librarian was extremely active in defense of faculty status and support of his staff's position. With this relatively favorable outcome at Lagos, librarians became more active and involved in campus activities. They saw the need for their adequate representation in the university senate and accordingly took greater interest in it.

CONCLUSION

With the current awareness of the need for a proper status for librarians throughout the country and the establishment of the Committee of University Librarians, the future looks bright for academic librarianship in general. Librarians at the University of

TABLE 2

TEACHING AND LIBRARY RANKS,
UNIVERSITY OF LAGOS, AS DETERMINED
FOLLOWING THE PUBLIC SERVICE
REVIEW COMMISSION REPORT, 1974*

Grade Level	Academic Teaching Staff	Library Staff
16	Professor	University Librarian
14	Associate Professor	Deputy University Librarian
13	Senior Lecturer	—
12	—	Senior Librarian
11	Lecturer I	—
10	Lecturer II	Librarian I
09	Assistant Lecturer	Librarian II
08	Graduate Assistant	Assistant Librarian

*University of Lagos Library, "Udoji Commission Gradings of University Library Staff: A Petition for the Restoration of Academic Parity of the Senior Library Staff with the Teaching Staff," 1975, p.5.

TABLE 3

PROPOSED TEACHING AND LIBRARY
RANKS, UNIVERSITY OF LAGOS*

Grade Level	Academic Teaching Staff	Academic Library Staff
16	Professor	University Librarian
15	Associate Professor	Senior Deputy University Librarian
14	—	Deputy University Librarian
13	Senior Lecturer	Principal Librarian
12	—	Senior Librarian
11	Lecturer I	—
10	Lecturer II	Librarian I
09	Assistant Lecturer	Librarian II
08	Graduate Assistant	Librarian-in-Training

*University of Lagos Library, "Recommendations for the Appointment, Promotion and Weighting of Academic Library Staff Submitted to the Senate," 1978, p.2. Tabulation prepared by author.

Lagos took steps in the right direction, and their action may serve as a model for other Nigerian university libraries. Librarians at these other universities may have to fight within their individual institutions until the joint efforts of librarians, library associations, and various committees yield results. These groups might even use the current structure at the University of Lagos as a model for a national program. Even though the future seems bright, a concerted effort is still needed to achieve success at the national level.

New activities in the Nigerian Library

Association will add to the enhancement of these results and will improve the lot of librarians. Librarians from the University of Lagos have spearheaded the establishment of the Association of Academic Librarians as a division of the Nigerian Library Association for the general interest of the profession and for the particular interest of academic librarians. Thus the entire association has awakened to the needs and aspirations of academic librarians, and there are better prospects ahead for the profession in general and academic librarianship in particular.

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4. University of Lagos, *Calendar, 1975-76* (Lagos: The University, 1976), p.207.
5. Anita Schiller, *Characteristics of Professional Personnel in College and University Libraries* (Washington, D.C.: U.S. Dept. of Health, Education and Welfare, 1969), p.5-6.
6. Arthur M. McAnally, "Privileges and Obligations of Academic Status," *College & Research Libraries* 24:103 (March 1963).
7. Bernard Barber, *Social Stratification: A Comparative Analysis of Structure and Process* (New York: Harcourt, 1957), p.41.
8. Virgil F. Massman, *Faculty Status for Librarians* (Metuchen, N.J.: Scarecrow, 1972), p.12.

Selected Reference Books of 1979-80

THIS ARTICLE continues the semiannual series originally edited by Constance M. Winchell. Although it appears under a byline, the list is a project of the Reference Department of the Columbia University Libraries, and notes are signed with the initials of the individual staff members.¹

Since 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, continuations, and supplements is presented at the end of the article. Code numbers (such as AE213, DB231) have been used to refer to titles in the *Guide to Reference Books* and its supplement.²

PERIODICAL INDEXES

Index zu deutschen Zeitschriften der Jahre 1773-1830. [Hrsg.] Paul Hocks und Peter Schmidt. Nendeln, Liechtenstein, KTO Pr., 1979- . Abt. I- . (In progress)

Contents: Abt. I, Bd. 1-3, *Zeitschriften der Berliner Spätaufklärung*. 3v. SwFr. 552. ISBN 3-262-01170-3.

Research in the field of German literature should be substantially eased by this ambitious new project for indexing periodicals of the 1773-1830 period, the era of *Sturm und Drang*, *Deutsche Klassik*, *Romantik*, and numerous lesser literary movements. The three volumes of this first-published section index fourteen journals from the years of

the "Berlin enlightenment," publications ranging in dates from 1783 to 1811. The first volume provides an issue-by-issue listing of the contents of each journal, while the second offers an index of names and a *Gattungsregister* which indexes specific types of contributions and titles with recurring phrases (e.g., "Briefe an," "Fragment aus," "Grabschrift," "Ideen über," etc.). The third volume provides a *Stichwortregister* or catchword title index.—E.S.

BIOGRAPHY

Farrell, Mary A. *Who's Whos: An International Guide to Sources of Current Biographical Information*. New York, New York Metropolitan Reference and Research Agency, 1979. 102p. (METRO Misc. Publ., 21) \$15.

Compiled by a librarian at the Dag Hammarskjöld Library, United Nations, this work "attempts to list the most current and comprehensive sources of biographical information on living persons in all countries and territories of the world, with the exception of Canada, Great Britain, and the United States."—*Introd.* Publications listed are mainly from the 1970-80 period, and a number of works that are not strictly biographical dictionaries are included because they offer a certain amount of current biographical information for areas not otherwise adequately covered. A section of regional works is followed by an alphabetical listing by country; there are cross-references from the country section to the regional items. Only publications in roman scripts are listed. Evaluative and descriptive notes indicate arrangement, coverage, and special features, making this a useful checklist for librarians interested in strengthening their biographical collections and for researchers seeking biographical information on contemporary figures throughout the world.—E.S.

1. Paul Cohen, Rita Keckeissen, Anita Lowry, Eileen McIlvaine, Mary Ann Miller; Lehman Library: Laura Binkowski, Diane Goon.
2. Eugene P. Sheehy, *Guide to Reference Books* (9th ed.; Chicago: American Library Assn., 1976); *Supplement* (Chicago: American Library Assn., 1980).

RELIGION

The International Standard Biblical Encyclopedia. Geoffrey W. Bromiley, gen. ed. Fully rev. ed. Grand Rapids, Mich., Eerdmans, [1979]— . V.1— . il., col. maps. (In progress; to be in 4v.) LC 79-12280. ISBN 0-8028-8161-0.

Contents: V.1, A-D. 1,006p. \$29.95.

"Although some of the most durable of the original material" has been retained, this new edition, thoroughly updated in "both matter and format" is "to all intents and purposes a new, or at least a completely reconstructed encyclopedia."—*Pref.* Like the original edition (1915; rev. 1930, *Guide* BB159), the new work is addressed to teachers, students, pastors, and the interested layperson and contains an alphabetical arrangement of articles which define, identify, and explain terms and topics in the Bible and biblical studies. Included are all personal and geographical names in the Bible, together with entries for subjects that bear on transmission of texts, interpretation, biblical theology, etc. "Great care has been taken to maintain what the preface of the first edition described as the attitude of 'a reasonable conservatism.'" Entries range in length from a line or two to several pages; all except the shortest are signed, and most have bibliographies. There is a list of contributors with identifications, and one of abbreviations used. A wealth of illustrations, some in color, add interest, and a section of colored maps, with gazetteer, concludes the volume.—*R.K.*

TRANSLATORS

Congrat-Butlar, Stefan. *Translation & Translators: An International Directory and Guide*. New York, Bowker, 1979. 241p. \$35. LC 79-6965. ISBN 0-8352-1158-4.

For some years we have been without a handy, up-to-date directory of translators and translating services. This work not only fills that gap, but also offers a number of other useful features. About half the volume is devoted to a "Register of Translators & Interpreters" which has sections for: agencies; industrial, scientific, and technical

translators; humanistic/literary translators; conference translators; and conference interpreters. Addresses, specialties, and accreditation are given, and at the end of each section names of the individual translators are grouped by language. Preliminary matter includes much information useful to translators and concerning translating as a profession (e.g., codes of practice, model contracts, copyright, awards and prizes, journals of interest to translators). A "Translators & Interpreters' Market Place" lists (by country) government and private agencies and associations, translation journals, etc., which regularly employ translators or interpreters, and there is a full index. The volume is seen as the first in a series to be entitled "Materials for a History of Translation."—*E.S.*

LITERATURE

Cabeen, David Clark. *A Critical Bibliography of French Literature*. V.6, The Twentieth Century, ed. by Douglas W. Alden and Richard A. Brooks. Syracuse, Syracuse Univ. Pr., 1980. 3v. \$120. LC 47-3282. ISBN 0-8156-2204-X.

Contents: V.6, Pt.1, General subjects and principally the novel before 1940; Pt.2, Principally poetry, theater, and criticism before 1940, and essay; Pt.3, All genres since 1940, index.

Publication of a new volume of "Cabeen" is cause for general rejoicing; the appearance of this three-part set for the twentieth century leaves only the nineteenth century still to be covered by the series (*Guide* BD708) now under the general editorship of Richard A. Brooks.

In progress for many years, volume 6 represents the efforts of some 235 contributors, with relatively few sections being the work of a single scholar. Although selectivity remained a basic concern, the work emerges as "an index to scholarship and to basic materials for scholarship" (*Introd.*) in twentieth-century French literature. The editors warn that, because "the material is basically classified by authors and subjects, the grouping of authors into genres is somewhat arbitrary and produces overlap with respect to genres." As to the matter of when the twentieth century begins, users of

the volume should assume that any significant turn-of-the-century author who does not appear here "has been relegated to the nineteenth century." A few contributors having met the original April 1974 deadline, some sections include references no later than 1973; others list publications as late as 1977. Items are numbered consecutively throughout the three parts, and there is a general index in part 3. While it does not fully supersede *French XX (Guide BD740)* and its predecessor *French VII*, the selectivity and critical commentary make this bibliography the ideal place to begin one's research.—E.S.

Caribbean Writers: A Bio-bibliographical-Critical Encyclopedia. Ed., Donald E. Herdeck. Washington, D.C., Three Continents Pr., [1979]. 943p. \$27. LC 77-3841. ISBN 0-9144-7874-5.

The moving force behind this compilation was the need to bring the writers of the insular Caribbean to the "outside." Illustrating the obscurity of most of the literary activity on these small islands, as well as the enormity of the task of documenting it, is the fact that most Caribbean writers have published their works, not in the former colonial press but "at home in small, often quickly forgotten or poorly recorded editions."—*Introd.* Despite these obstacles, the editors have succeeded in gathering biographical and bibliographical details on 2,000 creative writers. Material is arranged according to linguistic/cultural area: Anglophone, Francophone, and Spanish language literature from the Caribbean, and the literature of the Netherlands Antilles and Surinam. Authors writing in any of the "creole" languages are included; Marxist-oriented writers encouraged by the Castro regime and writing in Cuba since the Revolution are not (although the "more interesting writers who work in exile" are).

The major portion of each section is a dictionary of biographical and "reasonably full" bibliographical entries for individual authors. Many of the birthdates given for living authors are only estimates, and if the bibliographies are not complete, they still go a long way toward meeting the needs of the student of Caribbean literature. Each section also presents several informal essays

on the sociolinguistic histories of the specific countries or areas, together with lists of critical studies, bibliographies, anthologies, or journals. Unless the user pays close attention to the table of contents, the special tailoring of each section may cause some of this useful general and background material to be overlooked. The work lacks a general index, although there are lists of authors by area within each of the main sections.—M.A.M.

Dictionary of Irish Literature. Robert Hogan, ed.-in-chief. Westport, Conn., Greenwood Pr., [1979]. 815p. \$39.95. LC 78-20021. ISBN 0-313-20718-6.

This is a volume as rich and robust as Ireland's own pride in her literary life; it has a thoroughness and style which do justice to the tradition it seeks to record. The bulk of the dictionary's entries are critical biographies of about 500 authors, followed by exhaustive (barring a few obvious exceptions such as Joyce or Yeats) bibliographies of their own publications and of selected critical and biographical works. The editor states that these bibliographies make up perhaps a third to a half of the book, and it is his belief that "as a whole they constitute the most comprehensive listing of Irish literature that is in-print or that is likely to be in print for many years."—*Pref.* To be selected for inclusion authors had to have published at least one book, and they had to have written in English. Major political writers, editors, orators, journalists, etc., are included, along with new writers whose permanence has not yet been determined. But Gaelic literature is not entirely left out: there is a forty-seven-page survey by Seamus O'Neill of writing in Irish from the earliest times to the present. This, too, is followed by a bibliography.

Other enhancing features include an introductory essay about those aspects of Ireland her writers have chosen to make the primary preoccupation of Irish literature; it attempts "to suggest why there were so many who were so good." There is also a "Note on the History of Irish Writing in English," a general bibliography of the best books on Ireland, and, in the text, a handful of topical entries—signed essays on the

Abbey Theatre, folklore, etc., with bibliographies.—M.A.M.

QUOTATIONS

The Oxford Dictionary of Quotations. 3d ed. Oxford, Oxford Univ. Pr., 1979. 907p. \$29.95. LC 79-40699. ISBN 0-19-211560-X.

About 60 percent of the contents of the second edition (1953; Guide BD105) is retained in the first really thorough revision of this now standard work: the many deletions are offset by quotations from numerous authors represented for the first time. "The claim that this is a dictionary of *familiar* quotations" (*Pref.*) has been dropped, but "popularity" among the team of advisers determined addition or deletion of a given quotation. The work remains a comprehensive collection of quotations arranged by author (both those writing in English and foreign authors), with sections for anonymous works, the Bible, and the Prayer Book inserted into the alphabetical author sequence. Proverbs are again excluded, and there is no section for nursery rhymes in this edition. References to sources are sometimes more precise than before, but unfortunately we learn that "In the interests of book-production economy the index is neither as intensive nor as extensive as in the second edition." (The latter thus remains useful not only for deleted material but for the fuller indexing.) A new feature of the index is an indication of the author's name as well as the page reference for each quotation.—E.S.

CINEMA STUDIES

Katz, Ephraim. *The Film Encyclopedia*. New York, Thomas Y. Crowell, 1979. 1,266p. \$29.95. LC 79-7089. ISBN 0-690-01204-7.

Despite similarities of size, format, and purpose to other one-volume English-language film encyclopedias (such as *The Oxford Companion to Film* and Halliwell's *The Filmgoer's Companion*), this compilation substantially supplements the older works, particularly in terms of the quantity and coverage of biographical entries. Like *The Oxford Companion* (*Suppl.* BG45), this

volume takes a broad and international perspective on film and film history, emphasizing American, European, Russian, and Japanese production; unlike *The Oxford Companion*, Katz's work does not include entries for individual films but does provide extensive credit lists for the entries on directors, actors, and other filmmakers (entries that are much more biographical and less critical in orientation than those in the Oxford volume). *The Film Encyclopedia* also includes numerous informative entries on different national cinemas, on film-related organizations and events, and on the techniques and technology of films. It is a valuable addition to the film reference shelf, complementing without superseding the other film dictionaries and encyclopedias.—A.L.

POPULAR CULTURE

Handbook of American Popular Culture. Ed. by M. Thomas Inge. Westport, Conn., Greenwood Pr., 1978-80. V.1-2. (In progress; to be in 3v.) V.1: \$25; V.2: \$29.95. LC 77-95357.

A student wanting a historical survey of American pulp fiction, a scholar needing to find archival collections relating to animated film, a researcher (or curious library patron) looking for a list of books and periodicals on American food habits—each of these would find a treasure trove of information in this handbook. The two volumes published to date offer a fascinating and impressive body of thirty articles on various aspects of American popular culture (past and present) including, among others, numerous genres of popular literature and arts, film and other mass media, advertising, the circus, games and toys, the occult, pop religion, and self-help theories. As stated in the preface, "each chapter, prepared by an authority on the subject, provides a brief chronological survey of the development of the medium; a critical guide in essay form to the standard or most useful bibliographies, reference works, histories, critical studies, and journals; a description of the existing research centers and collections of primary and secondary materials; and a checklist of works cited in the text." For the most part the chapters (and the bibliographies) are thorough, well researched, and interesting

as well as informative. The occasional oversights and inaccuracies will, one hopes, be corrected in future editions of this very useful and unique reference work.—A.L.

EDUCATION

Quay, Richard H. *Index to Anthologies on Postsecondary Education, 1960-1978*. Westport, Conn., Greenwood Pr., [1980]. 342p. \$29.95. LC 79-8286. ISBN 0-313-21272-4.

Some 3,600 essays appearing in 218 anthologies of the 1960-78 period are indexed in this publication. Citations are grouped in thirty-one categories embracing such topics as history, philosophy, sociology, and economics of postsecondary education, college and community relationships, governance and administration, curriculum and instruction, adult and continuing education, etc. (Anthologies devoted wholly to student activism were omitted as being adequately covered elsewhere.) If the item originally appeared in the cited anthology, that fact is indicated; if previously published in a periodical, citation to the earlier source is also given. Annotations are occasionally provided, and there is an author index. The work serves the dual purpose of offering a selective overview of a very broad area of study as well as providing access to essays in many collective works not indexed elsewhere.—E.S.

SOCIOLOGY

Flaherty, David H.; Hanis, Edward H.; and Mitchell, S. Paula. *Privacy and Access to Government Data for Research: An International Bibliography*. London, Mansell, 1979. 197p. \$30. LC 79-318035. ISBN 0-7201-0920-5.

The by-product of a research project sponsored by the Ford Foundation and entitled "Information Privacy and Access to Government Microdata Files for Social Science Research," this bibliography brings together references to the literature on the problems of individual privacy and the concern for confidentiality of government data banks. Citations are arranged in six main sections: (1) privacy, computers, and data banks: general issues and public concern; (2)

government statistical data banks; (3) uses of government microdata for research and statistical purposes; (4) legal aspects of privacy and data protection; (5) data security measures in computer systems; and (6) selected bibliographic materials. In all but the last two categories there are subdivisions for the five countries studied: Canada, Federal Republic of Germany, Great Britain, Sweden, and the United States. There are author and title indexes.

A companion publication, *Privacy and Government Data Banks: An International Perspective*, edited by D. H. Flaherty (London, Mansell, 1979. \$37), provides a comprehensive report on the concerns of the "Privacy Project."—E.S.

Uris, Auren. *Over 50: The Definitive Guide to Retirement*. Radnor, Pa., Chilton, [1979]. 613p. \$15.95. LC 79-3107. ISBN 0-8019-6714-7.

Ending a career can be traumatic, and Auren Uris retired from his job at the Research Institute of America while he was writing this book. "I suddenly developed the shakes," he recalled, and "I learned how strong the emotional impact of retirement can be, no matter how well fixed you are." His retirement guide investigates the commonest problems the retiring person faces, and it provides practical solutions.

Uris is the author of scores of instructional books, primarily on management and ways of climbing the executive ladder in business. Neophyte executives who were reading his books in the 1940s and '50s are now reaching retirement age; it must be partly for them that Uris turned his attention from self-help books for an ambitious business career to a guide for active retirement years. He deals with all aspects of retirement: preparations to end one career and begin another; ways to keep active; managing finances; enjoying romantic relationships; and staying youthful, fit, and healthy. Especially useful is the chapter entitled "Organizations and Services," which gives names, addresses, and information on agencies and groups that offer assistance and companionship to older people. There is at present an enormous population of retired people, and as life spans lengthen and retirements come earlier, that group is like-

ly to grow. This book should serve the retired population very well.—P.C.

WOMEN

Block, Adrienne Fried, and Neuls-Bates, Carole. *Women in American Music: A Bibliography of Music and Literature*. Westport, Conn., Greenwood Pr., 1980. 302p. \$29.95. LC 79-7722. ISBN 0-313-21410-7.

In order to encourage the performance of music by women and "stimulate further research about women, not only as composers but also as performers, conductors, educators and patrons" (*Hist. Introd.*), Block and Neuls-Bates have compiled a comprehensive bibliography of books, articles, reviews, scores, recordings, dissertations, and checklists of source materials relating to women in American music. Following a section of general works, material is arranged by chronological periods subdivided as: music composed by women (including recording and performance information); literature about women in vernacular music; literature about women in related arts and disciplines; general literature about women in art music; literature about women as composers of art music; literature about women as patrons and educators in art music (and as members of music clubs); literature about women as performers of art music. Women who are music critics or musicologists are not included unless the subject of their writings is women. There is an author/subject index to literature, a composer/author index to music, and an index to recordings. The introductory essay is well worth reading as a kind of "state-of-the-art" survey of research on the current status of women in music.—E.M.

Hinding, Andrea. *Women's History Resources: A Guide to Archives and Manuscript Collections in the United States*. Ed. . . . in association with the University of Minnesota. New York, Bowker, 1979. 2v. \$175. LC 78-15634. ISBN 0-8532-1103-7.

Contents: v.1, Collections (1,114p.); v.2, Index (391p.).

The first (or preliminary) edition of *Women's History Resources* was a mimeo-

graphed, forty-two page pamphlet published in 1972; this new edition is enormous, describing more than 18,000 collections in almost 2,000 repositories. The compilers did a thorough job of identifying institutions to contact, for there are many listings for libraries not in *National Union Catalog of Manuscript Collections*, Hamer, or Krichmar (*Guide* CC164). Using responses to questionnaires and field-worker surveys, the editorial staff wrote annotations for each collection and indicated the existence of printed guides. Entries are arranged alphabetically within repository in a geographical framework.

The guidelines for inclusion were very comprehensive: "Papers of a woman; records of a woman's organization; records of an organization, institution, or movement in which women played a significant but not exclusive part . . . [or] that significantly affected women; groups of materials assembled by a collector or repository around a theme or type of record that related to women . . . ; papers of a family (in which there are papers of female members); collections with 'hidden' women (collections that contain significant or extensive material about women but whose titles or main emphases do not indicate the presence of such material)." —*Pref.* The editors also asked that photographic collections and oral history archives be searched as well as the more usual collections of manuscripts and records.

Indexing is careful and detailed. Proper names, collection names, corporate names, subjects, and geographic areas (but not cities) are indexed with reference to entry numbers. An attempt was made to subdivide subject sections by period and the geographic names by subject, but in many cases this does not seem to have been feasible.

Because of the scope of the work, the amount of information presented, and the evident dedication of the editors, expectations for reasonable completeness are high. One is therefore startled to note some major omissions. To cite some examples: the records of the New York City Board of Education, 1843-1971, are not cited (they are at Teachers College); the inventory for Columbia University's Rare Book and

Manuscript Division goes through the early part of the letter "P" only, so researchers will not be aware of the Frances Perkins collection, Columbia's half of the Lillian Wald papers, or the publishing records from Random House and Simon & Schuster. Perhaps a revised edition or a supplement will correct these omissions. Meanwhile, despite deficiencies, this is a work of great value and a major contribution to research.—E.M.

PUBLIC OPINION

Index to International Public Opinion, 1978/79— . Elizabeth Hann Hastings and Philip K. Hastings, eds. Prep. by Survey Research Consultants International, Inc. Westport, Conn., Greenwood Pr., [1980]— . Annual. (1978/79: 386p. \$59.95) ISSN 0193-905X.

A laudatory letter included in the foreword to this work notes that researchers have long sought an index to international public opinion; the *Gallup International Public Opinion Polls* for France and Great Britain (*Suppl.* CJ100, CJ120) were useful contributions in this area. Now this new series offers an annual index to "significant surveys conducted recently by leading worldwide opinion research organizations . . . on dominant issues and problems of international importance." Unfortunately, editorial comment on selection criteria for the data is vague, indicating merely that "they elicit . . . views on issues that are not necessarily confined to [a people's] own geographic limits" and are produced by organizations with "insight . . . sensitivity . . . [and] technical competence of the highest order."—*Introd.* Most of the data result from surveys taken between January 1978 and June 1979, though a significant proportion is derived from individual surveys conducted in 1977; the latter are mostly multinational surveys conducted by the Commission of the European Communities and the Audience and Public Opinion Research Department of Radio Free Europe.

Arrangement is in four sections: single-nation surveys; single-nation surveys—Gallup International Research Institutes; multinational surveys—adult; multinational surveys—youth. Within each section major

topic categories (e.g., crime and justice) are subdivided by minor subject groups (capital punishment, government's role, offenses, victimization); within subject groups data are listed by country, and within country, by date. Each entry is preceded by information on the institution conducting the survey, the sample size, and the availability of duplicate data sets from the Survey Research Consultants International. Statistical data are presented without editorial or interpretive comment. There are indexes by topic, by country where the survey was conducted, and by country referred to in survey questions.

This is potentially an extremely useful tool, but one which needs improvement in regard to coverage (i.e., broader representation of public opinion survey centers and institutions, as well as more thorough coverage of both countries and issues), organization (e.g., division of single-nation surveys into those conducted by Gallup International Research Institutes and those conducted by other institutions seems artificial and doesn't facilitate use), and indexing (i.e., too many typographical errors and too few *see also* references; an index by polling institution would also be useful).—D.G.

LAW

Congressional Quarterly, Inc. *Congressional Quarterly's Guide to the U.S. Supreme Court*. Washington, D.C., Congressional Quarterly, 1979. 1,022p. \$65. LC 79-20210. ISBN 0-8718-7184-X.

In this comprehensive guide a historical overview of the origins and development of the Supreme Court is followed by sections dealing with the decisions of the Court, how they have shaped the powers of the federal and state governments, and the impact of those rulings on the rights and freedoms of the individual. The "Court at Work" section describes the everyday operations and traditions; "Members of the Court" is a concise biographical directory of the 101 men who have served as Supreme Court justices, with entries arranged in chronological order of the justice's appointment. One of the most useful chapters is "Major Decisions of the Court 1790-1979"—summaries of the rulings, also pre-

sented chronologically, but with a "Case Index" which facilitates access. The appendix includes a variety of documents: the Constitution, the texts of major judiciary acts, and the court-packing proposals of 1937. There is a glossary of common legal terms and a detailed subject index.

The entire volume reflects meticulous research, from the footnotes to cases and decisions liberally sprinkled throughout to the select bibliographies that conclude most chapters, plus the many boxes of additional facts set off from the running text. This is a well-organized, well-documented, and impressive blend of history, political science, constitutional law, and biography. One can browse or one can study carefully: it will be extremely useful to layperson and legal researcher alike.—L.B.

GEOGRAPHY

Tooley, Ronald Vere. *Tooley's Dictionary of Mapmakers*. New York, Alan R. Liss; Amsterdam, Meridian Pub. Co., [1979]. 684p. il. \$120. LC 79-1936. ISBN 0-8451-1701-7.

Tooley's many books on mapmaking and the history of maps have been standard studies for decades; his newest volume, *Dictionary of Mapmakers*, is clearly the work of someone who has spent a lifetime among maps. The entries therein concern people from all parts of the world who were associated in some way with the production of maps from the earliest times to 1900: astronomers, cosmographers, explorers, philologists, surveyors, publishers, and lithographers. As one would expect in a work which boasts 21,450 entries in 684 pages, all entries are compact. However, they often include all the information there is on certain obscure mapmakers who may be known only for their work on a single map. Famous and productive mapmakers like Bleau, Mercator, and Ptolemy are accorded only a few inches of space, but the essential biographical data are there, along with the dates and editions of their major publications—and further information on them is readily available in other standard sources.

Historians of mapmaking have been waiting for the completion of this work since 1965, the year the first few portions of it

began appearing in installment form as part of the *Map Collectors' Circle*. Tooley had worked through the letter P in 1974 when the tenth and final part of that series was published. Since that time the first half of the alphabet has been revised, and the second half appears for the first time in this single-volume edition. The *Dictionary* is filled with fascinating historical information as well as illustrations of mapmakers, title pages of atlases, and examples of autographs. This is a major contribution to the history of mapmaking and will undoubtedly become the standard reference work for biographical information on mapmakers.—P.C.

HISTORY & AREA STUDIES

Beers, Henry Putney. *Spanish & Mexican Records of the American Southwest: A Bibliographical Guide to Archive and Manuscript Sources*. Tucson, Univ. of Arizona Pr. in collaboration with the Tucson Corral of the Westerners, [1979]. 493p. maps. \$18.50. LC 79-4313. ISBN 0-8165-0673-6.

Similar in design to the author's *The French and British in the Old Northwest* (1964; Guide DB33), and equally impressive, this new guide presents four bibliographical essays treating the records of New Mexico, Texas, California, and Arizona from first settlement to mid-nineteenth century. Background chapters cover the history and government of each region, the land grant system, and the organization of the Catholic church's missionary activities.

The aim has been to bring together a "historical account of the acquisition, preservation and publication by American institutions and individuals of the original records created by the Spanish and Mexican officials."—*Pref.* Descriptions, culled from a variety of finding aids, cover provincial records, archival reproductions, documentary publications, manuscript collections, land records, records of local jurisdictions, and ecclesiastical records. Section V, "Reference Material," contains the list of repositories, three specialized appendixes, and a long bibliography of archival and printed sources that will serve students and researchers as a standard list for early southwestern history.

An index of personal and geographic names and some subjects facilitates use.—R.K.

The Encyclopedia of Southern History, ed. by David C. Roller and Robert W. Twyman. Baton Rouge, Louisiana State Univ. Pr., [1979]. 1,421p. \$75. LC 79-12666. ISBN 0-8071-0575-9.

The last few years have seen the publication of a large number of regional bibliographies and encyclopedias, with southern literature and history encompassing the largest group. This is not altogether surprising for, as Roller and Twyman point out, "no region's history has been studied more widely or researched more deeply."—*Pref.* As a means of organizing the fruits of such study and making them more accessible, the *Encyclopedia of Southern History* is presented. In progress for twelve years, the work benefits from the very careful planning which preceded it and shows an amazing breadth of coverage and research.

The South has been defined as "all the states and the District of Columbia where slavery was legal in 1860" (p.1,125). Entries are alphabetically arranged and each ends with a bibliography—"a reasonably complete list of references" which, whenever possible, includes manuscript material. All aspects of the South are considered—geological features, agriculture, religious groups and movements, political and military events, etc. There is a historical survey of each of the sixteen states; major towns and cities, newspapers, and universities are accorded short articles; a few colloquialisms and nicknames are explained; and the southern and Gullah dialects are described. A broad range of southerners receive biographical treatment, the people chosen for inclusion varying from literary and political figures (Walker Percy or Terry Sanford) to major families (the Bankheads) or major scholars of the South (W. J. Cash and Carter Woodson). Each state and regional historical association receives an entry, and there is a summary article on "Archives of Southern History." The volume is enhanced by a good index.

Editors and contributors have been evenhanded in their writing, and controversial elements are carefully played down in the articles. Perhaps the next edition might

add an article on Black Mountain College, and more cross-references in the index (e.g., for O. Henry and Yoknapatawpha) would be welcome.—E.M.

A Guide to the Study and Use of Military History, ed. by John E. Jessup, Jr., and Robert W. Coakley. [Washington, D.C.], Center of Military History, U.S. Army, [1979]. 507p. il. \$6.50 paper (for sale by Supt. of Docs., U.S. Govt. Prt. Off.) LC 78-606157.

Compiled in response to a recommendation for improved training in military history for the American army officer, this work will be of interest to the student of American history as well. It is designed "to foster an appreciation of the value of military history and explain its uses and the resources available for its study" (*Pref.*), but is not intended as a guide to research and writing. Its scope is somewhat narrower than Robin Higham's *Guide to Sources of United States Military History* (1975; *Supp.* DB4), which it resembles.

Part II, "Bibliographical Guide," forms the bulk of the book and presents seven bibliographical essays on periods of United States military history from 1607 to the early 1970s. Other sections are devoted to: (I) military history, its nature and use; (III) army programs, activities and uses; and (IV) history outside the U.S. Army. Each essay is followed by the list of books, with full citations, mentioned in the text. There are two appendixes, one of general reference works and one of history periodicals. An index adds reference value.—R.K.

NEW EDITIONS, SUPPLEMENTS, ETC.

Index to Festschriften in Librarianship, 1967-1975 by J. Periam Danton and Jane F. Pulis (München, K. G. Saur, 1979. 354p. \$40) is a continuation of Danton's 1970 publication which covered 1864-1966 (*Guide* AB2). "This volume covers approximately 1,500 articles in 143 works, 104 published from 1967 to 1975 inclusive" (*Introd.*), and the remainder from the earlier period. Arrangement follows that of the previous volume.

Fifteen additional periodicals are covered in the eagerly awaited third volume of *The*

Wellesley Index to Victorian Periodicals (Toronto, Univ. of Toronto Pr., 1979. 1,012p. \$125), the *Westminster Review* being the bright particular star in this collection. As in the earlier volumes (*Guide* AE191), tables of contents of the individual journal issues (with identification of contributors) are followed by the list of contributors and indication of the issue in which an article or story appears. There is a section of "Corrections and Additions to Volumes I and II," p.977-1,012.

Volume 2 of Anita Cheek Milner's *Newspaper Indexes: A Location and Subject Guide for Researchers* (Metuchen, N.J., Scarecrow, 1979. 193p. \$10) offers data on newspaper indexes of various kinds in some 266 repositories not covered in V.1 (*Suppl.* AF19). Information was gathered by questionnaire during the latter half of 1977.

Titles of Harvard University doctoral dissertations from the 1927-33 period inadvertently omitted from the *Comprehensive Dissertation Index* (*Guide* AH10) have been incorporated into the 1978 supplement of *CDI* (Ann Arbor, University Microfilms International, 1979. 5v.), with appropriate author and keyword indexing.

Although it is the third volume to be published, *Obituaries from The Times 1951-1960* (Reading, Eng., Newspaper Archive Developments, Ltd.; Westport, Conn., Meckler Books, 1979. 896p. \$85) is chronologically the first volume of this useful and fascinating series (*Suppl.* AJ10-11). The preface points out that among the 1,450 entries "there is of course some overlap with the relevant volume of the *Dictionary of National Biography* . . . , but twenty-eight per cent of the notices refer to British subjects who do not appear in the *Dictionary of National Biography* and twenty-nine per cent are foreign subjects."

The *Catalogue of the McAlpin Collection of British History & Theology in the Union Theological Seminary Library, New York City. Acquisitions 1924-1978* (Boston, G. K. Hall, 1979. 427p. \$95) forms a supplement to the five-volume catalog edited by C. R. Gillett (*Guide* BB36). It reproduces the catalog cards for materials added during the 1924-78 period, presenting both a dictionary arrangement of the author, title, and subject entries and a chronological arrange-

ment of the main entries by date of publication.

A revised and expanded edition of Dean H. Keller's *Index to Plays in Periodicals* (Metuchen, N.J., Scarecrow, 1979. 824p. \$35) combines the 7,417 entries in the 1971 volume (*Guide* BD173) and its 1973 supplement with some 2,145 new entries. A total of 267 periodicals are now indexed for dramatic texts, usually from the beginning of a periodical's run through 1976.

Articles on American Literature, 1968-1975, compiled by Lewis Leary with John Auchard (Durham, N.C., Duke Univ. Pr., 1979. 745p. \$39.75), forms a supplement to Leary's earlier volumes covering 1900-50 and 1950-67 (*Guide* BD272-272a). Additions and corrections to those earlier compilations are included, and bibliographical essays are marked with an asterisk.

With the appearance of *Literary Reviews in British Periodicals, 1789-1797: A Bibliography* (New York, Garland Pr., 1979. 342p. \$30), William S. Ward has extended coverage backward from that of his previously published volumes of similar title for 1798-1820 (publ. 1972; *Guide* BD203) and 1821-26 (publ. 1977). As in the earlier volumes, the works for which reviews are listed are "primarily belletristic, but other writings have been included if they are critical in nature or are by a belletristic writer of some eminence."—*Pref.* A special appendix of "Reviews of Volumes Dealing with Contemporary Authors and Their Works" is mainly concerned with Thomas Paine.

The Critical Temper (1969, 3v.; *Guide* BD291) has been supplemented by a fourth volume (New York, F. Ungar, 1979. 582p. \$35). Under the continued editorship of Martin Tucker, the supplementary volume "expands and updates the survey of twentieth-century criticism on English and American literature from the beginnings to 1900."—*Foreword.* A few authors and anonymous works not accorded separate treatment in the basic set have been added.

A fifth and final section of Charles Beaumont Wicks's *The Parisian Stage* (*Guide* BD775) has now appeared. Designated "Part V (1876-1900)" (University, Univ. of Alabama Pr., 1979. 405p. \$16.75), this volume continues the title listing (items 22540-31879) of the dramatic productions

presented in Paris during the nineteenth century. In addition, there is a cumulative index of authors for the complete series.

Forming volume 18 of the *International Encyclopedia of the Social Sciences* (Guide CA44), the new *Biographical Supplement* (New York, Free Pr.; London, Collier Macmillan, 1980. 820p. \$75) offers signed biographical sketches (with bibliographies) of 215 social scientists who either died since preparation of the original seventeen volumes of the set or were born no later than Dec. 31, 1908 (i.e., were past age seventy at the time the supplement was compiled).

American businessmen and other English-speaking travelers to China may want their own rather than a library copy of the second (1980) edition of *The China Phone Book & Address Directory* (Hong Kong, The China Phone Book Co., Ltd., 1979. 192p. \$25). In addition to providing telephone numbers and addresses for corporations and industrial firms, government agencies and embassies, organizations, and services in major cities of China, the directory is concerned with "helping the foreigner in China answer the basic questions that he would have in any country: where to shop for special items; how to arrange transporta-

tion; where to play tennis or go swimming; where to eat in a strange city."—*Introd.* "Pinyin" romanization is used throughout, most entries are bilingual, city maps are included, and an index helps to simplify use.

Hong N. Kim's *Scholars' Guide to Washington, D.C. for East Asian Studies* (Washington, D.C., Smithsonian Institution Pr., 1979. 413p. \$19.95) is the third in the series of "scholars' guides" to our nation's capital prepared under the sponsorship of the Woodrow Wilson International Center for Scholars (see *Suppl.* DC99). Concerned with resources relating to China, Japan, Korea, and Mongolia, the volume lists and describes pertinent collections in libraries, archives, museums, etc., and provides information about governmental and non-governmental organizations of interest to researchers in East Asian studies.

Research in British Universities, Polytechnics and Colleges (London, The British Library, 1979-) is the new British national register of scientific research in progress. It replaces *Scientific Research in British Universities* (Guide EA182) and is to appear annually in three sections: V.1, Physical Sciences; V.2, Biological Sciences; V.3, Social Sciences.—E.S.

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WATER-BASED INDUSTRIAL FINISHES—Recent Developments; edited by M.T. Gillies: Describes formulation and applications of water-based industrial finishes, that are important advances to reduce environmental hazards caused by solvents. ISBN 0-8155-0812-3; \$48.

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Letters

Résumé Essentials

To the Editor:

Job seekers and job changers who may have sought counsel from Thomas M. Gaughan's article, "Résumé Essentials for the Academic Librarian" (*C&RL*, March 1980), were probably disappointed. Gaughan clarified little in the obscure world of the academic librarian selection process. While it is true that "academic librarian" is not a profession cited in the "how to" literature of résumé writing, in most cases adaptation and interpolation of existing samples (cf., Gaughan's reference 4) should produce acceptable results.

However, two steps in the personnel selection process that Gaughan only touched upon briefly do deserve further attention. These are the expanding use of search committees and the requirement for submitting letters of reference at the point of application, rather than after the first interview or equivalent time. Further study into both of these activities would assist personnel librarians in determining the efficiency of these procedures and would also help the job applicants to understand the arcane practices in the world of academic librarian selection. Such studies would go far to enlighten these largely ignored areas of library practice and add more to the literature of the field than Gaughan's article.—*Franette Sheinwald, Atlantic Beach, New York.*

Response

To the Editor:

Franette Sheinwald is correct in her

assertion that study of the use of search committees and letters of reference in the selection process would be of benefit to job seekers and library administrators. However, she seems not to have understood that the intent of my article was to "... identify the elements of information in a résumé that are of greatest importance and interest to academic libraries seeking to fill vacant positions" (p.123), rather than to attempt an explication of the whole of the selection process.

I must also take issue with her assertion that adaptation of the literature of résumé writing to academic librarians' résumés "should produce acceptable results." Certainly it can, but the evidence that reaches my office daily, in the form of résumés more appropriate for professional salespersons than for academic librarians, was the impetus for this study—*Thomas M. Gaughan.*

NCHEMS Handbook

To the Editor:

The March 1980 issue of *C&RL* includes on pages 186-87 an abstract of the NCHEMS Handbook. Readers may be interested to learn that the ALA Office for Research is currently revising that version in conjunction with the LAMA Statistics Section and under contract with the National Center for Education Statistics. Mary Jo Lynch, of the ALA Office for Research, expects to complete the revision by the summer of 1980.—*Katherine Emerson, University of Massachusetts, Amherst.*

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BOOK REVIEWS

Eisenstein, Elizabeth L. *The Printing Press as an Agent of Change: Communications and Cultural Transformations in Early-Modern Europe*. Cambridge: Cambridge Univ. Pr., 1979. 2v. \$49.50. LC 77-91083. ISBN 0-521-22044-0 (set of 2 vols.).

This work is the product of fifteen years of thought and research and came eleven years after the author first published a long periodical article outlining her subject. Its major thesis is that the move of the reproduction of written materials from the copyist's desk to the printer's workshop revolutionized all forms of learning, both special and popular. "Revolution" is a key word in this proposition. The author argues that the huge increase in the number of books and the improved accessibility to them brought about by the spread of printing in fifteenth-century Europe promoted changes in public knowledge that were more than evolutionary. Contrasting the state of learning before print and after print, she focuses on the printing press and its organization for the production and distribution of books as an effective agent for change.

Although the bibliography of the history of printing is lengthy indeed, few authors have attempted to synthesize the intellectual impact of the advent of printing technology. Marshall McLuhan addressed the

question in *The Gutenberg Galaxy: The Making of Typographic Man* (Toronto: Univ. of Toronto Pr., 1962), but, as Eisenstein charges, McLuhan "shirked the task of organizing his material coherently" (p.41). In contrast she is mindful of chronology and logic and is critical of her sources.

Such a work of historical synthesis necessarily draws from previously published histories. Among printing historians, Eisenstein favors Rudolf Hirsch, Lucien Febvre and H.-J. Martin, and S. H. Steinberg for their useful syntheses of the book trade. Other printing historians are cited for special cases, and the author demonstrates good control of the facts of printing history that interest her. Printing as a graphic art is not in her scope of inquiry. While she is interested in comparing uses and popularity of gothic and roman type, she is not concerned with the refinements of type design; and she is interested in book illustration primarily as it contributes to substantive content. In keeping with her subject, intellectual histories and histories of scholarship predominate in the "Bibliographical Index" (p.709-67), a valuable alphabetical-by-author list of references indexed for pages where they are cited.

Emphasizing the literate populace and specialized learning, the author argues that changes in the public image of the world wrought by the printing press began among scholars. Books in far greater numbers were

available to them than before. Ensuing editions set forth in chronological array the state of current knowledge and in so doing contributed to new. Formats were organized and texts were standardized. Scholars often transferred their critical and creative labors to the printers' workshop, mingling with artisans and entrepreneurs who caught a whiff of scholarship (or at least the scholarly market).

Classical scholarship, the scriptural tradition, and science receive detailed attention in this work, with an analysis of political movements promised for later publication. Some of the argument is taken up with the question of periodization, implicit in the thesis of revolutionary change. The analyses cannot be presented, much less criticized, in detail here, but an example from her treatment of the scriptural tradition will illustrate her approach. She argues that the scriptural tradition had already been recast in consequence of the printing of Latin, vernacular, and polyglot Bibles before the Reformation put massive editions of vernacular Bibles in the hands of the laity. As

print spread the tradition to a popular audience, it sometimes acquired anti-intellectual overtones and the extraneous policies of religious and political jurisdictions affected the cultural unity and discord of Europe.

The book is well written and impressive, without being oppressive, in its erudition. The author is skillful at assembling relevant sources, and she argues with them, sometimes tartly, when their interpretations conflict with her own. In the same tenor, because this book covers so much ground, it is bound to attract its own critics in many specialized parts. Her argument that the printing press introduced revolutionary rather than evolutionary change is an example. She makes a very convincing case for it, but one function of a historian is to find instances that may conflict with a generalization. Little really has been published about the manuscript *book trade* to which the printing trade is compared. Paul Saenger's article on Colard Mansion's commercial scriptorium (cited by Eisenstein on p.37) is an example of the search for conflicting instances. Such questioning over a period of

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time will enhance our understanding of the subject.

The Printing Press as an Agent of Change deserves to be studied by all who are concerned with the efficacy of print. It is a thoughtful and sophisticated approach to the kinds of effects that can be anticipated from communication and how they can be discerned. Laid in the social and intellectual structures that facilitated or resisted the progress of print, the text observes the unwinding of human knowledge in the course of years. This is consistent with the author's choice of the printing press as *an* agent of change instead of *the* agent of change in her title. More recent developments in communication could benefit from similar study.

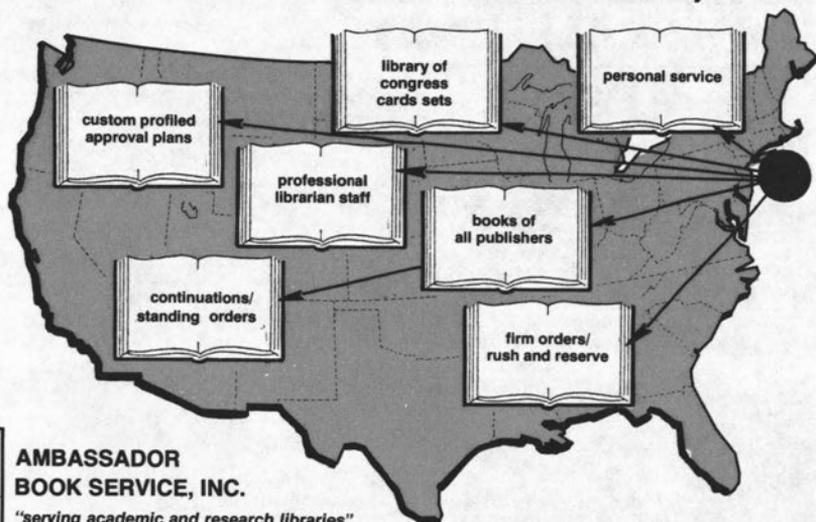
The development of the power press and other advanced mechanization contributed to the speed and volume of the production and dissemination of print in the nineteenth century that may have been proportionate to the increase of the hand press over manuscripts. The electronic revolution of our own time—the media, the computer, the vision of a paperless society—has re-

sulted from technological advances far more radical than the recombination of traditional materials and processes involved in the invention of printing and the power press. It has resulted not only in the manifold magnification of the speed and volume with which communications are reproduced and disseminated but also in new ways for the generation of data. One should not look for too close a parallel in the effects of these latter revolutions with the effects Eisenstein infers from the early progress of printing, but she has pointed a way in which effects might be studied without waiting several centuries.—Howard W. Winger, *University of Chicago, Chicago, Illinois.*

Irvine, Betty J. *Slide Libraries: A Guide for Academic Institutions, Museums, and Special Collections.* With the assistance of P. Eileen Fry. 2d. ed. Littleton, Colo: Libraries Unlimited, 1979. 321p. \$19.50 U.S. & Canada, \$23 elsewhere. LC 79-17354. ISBN 0-87287-202-5.

This new edition of a book, first published in 1974, follows exactly the same for-

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mat as the older one. There are nine subject chapters, covering the history of slide librarianship, administration and staffing, classification and cataloging, record-keeping and indexing systems, acquisition and production, storage and access systems, planning for physical facilities, projection systems, and miscellaneous equipment and supplies. These chapters occupy roughly two-thirds of the book's total length, the remainder being taken up by an extensive bibliography and three directories (of equipment manufacturers, slide sources, and U.S. slide libraries, respectively).

There is little change, save for a few new references, in the chapters on history and administration and staffing. Nor is there much change in chapter 8 (projection systems) and chapter 9 (miscellaneous equipment such as light tables and slide mounts), although the "Acknowledgments" claim that these sections were substantially altered by Fry. In reality, the major changes here are the equipment examples discussed. In talking about partially enclosed soundproof viewing booths, for example, the new edition describes a model used at the University of Missouri-Kansas City, while the older edition featured the Indiana University system.

Where the real revision seems to have taken place is in the discussion of classification and cataloging. The first edition devoted thirty-two pages to this topic; the new edition nearly doubles this amount. The chapter begins with a survey of handbooks and manuals that discuss the cataloging of nonprint materials; to this discussion the new edition adds examples of two slides cataloged under three separate systems (AACR 2, the 1976 edition of AECT's *Standards for Cataloging Nonbook Materials*, and the 1973 Canadian Library Association *Nonbook Materials*, edited by Weihs). There is also a brief consideration of ISBD as it relates to nonprint materials. As in the first edition, the remainder of the chapter contains outlines and descriptions of slide classification systems used by a variety of institutional slide collections. The one change here is in the inclusion of additional institutional examples.

Chapter 5 (on acquisition, production methods, and equipment) also exhibits some

alterations. The material on criteria for evaluating the quality of commercial slides is expanded, the discussion of copyright now includes reference to the 1978 Copyright Law, and a new (but regrettably brief) section on the use of microfiche (color as well as black and white) in slide collections has been added.

One last change might be mentioned that is both logical and disconcerting. In the first edition, the directory of slide libraries listed 240 collections in the United States, Canada, and several miscellaneous foreign countries. In the new edition, only those 83 U.S. slide collections that are actually cited in the text are named. This reduction is a result of the 1978 publication of the *Directory of Art Libraries and Visual Resource Collections in North America*, compiled by the Art Libraries Society/North America. As directories usually expand in size with subsequent editions, this example of a declining one is sensible but a bit startling.

The primary function of *Slide Libraries* seems to be to serve as a manual for the operation of a slide library, whether new or long established. The book fulfills this purpose admirably, and the revisions outlined above should make it even more useful in this regard than before.—*Cathleen Flanagan, University of Utah, Salt Lake City.*

Marulli, Luciana. *Documentation of the United Nations System: Co-ordination in its Bibliographic Control*. Metuchen, N.J.: Scarecrow, 1979. 225p. \$15. LC 79-17510. ISBN 0-8108-1233-9.

Luciana Marulli is currently documents reference librarian at the Dag Hammarskjöld Library. Despite its title, her book is not a reference tool, nor is it easy reading. Rather, it is her doctoral dissertation (Columbia University) and reads like one, running from hypotheses and data collection procedures through analysis to conclusions and suggestions for further research. In addition to the dissertation style, the writing is not always polished and is occasionally difficult to follow. The volume is unnecessarily oversize, printed in double-spaced typescript.

This is a detailed and comprehensive study of the bibliographic tools produced by fifteen organizations in the United Nations

systems (UN, FAO, UNESCO, GATT, etc.). Sales catalogs, indexes, and bibliographies are compared according to coverage, access points, and a myriad of bibliographic details, and a small number of such elements are found to be held in common. The work is peppered with eighteen complex tables showing these relationships.

Introductory sections discuss the patterns of documentation of intergovernmental organization and review the history of and the problems in bibliographic control of such documentation, including a detailing of off-again/on-again semisuccessful cooperative efforts among the various agencies. Problems of availability are recognized briefly as well.

Each agency included in the study is briefly reviewed, with mention of its history, purpose, organization, membership, budget, programs, library, and a few important serial publications. The work concludes with a summation and outlook for the future, with mention of current work the United Nations is doing in this field.

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In *Library Technology Reports*
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The study was quite an enormous undertaking, considering the vast number and type of organizations, personnel, languages, documents, bibliographical tools, and data elements with which she was working. Marulli's research method included extensive preliminary research, a twenty-seven page questionnaire completed as much as possible in advance by herself, and 100 percent follow-up interviews.

It is unfortunate that the original questionnaire, though lengthy, did not appear in the published study (photoreduction should have been possible). Numerous references led this reviewer to search in vain for it; inclusions would have aided comprehension in some areas. The author's other sources of information (lists of bibliographical tools analyzed [appended to chapter 3], sources used in compiling the list of elements of bibliographic description [chapter 5], and standards and guidelines consulted [chapter 6]) are included, as are various footnotes and bibliographies.

The text is generally packed with interesting and useful information readily available only to an individual working in the United Nations system. Unfortunately, much of this information, including the above-mentioned lists of sources, is not readily retrievable despite a detailed table of contents, list of tables, and index. The material would be much more generally useful were the indexing improved.

As presently formatted, this volume would primarily be of importance to major library science collections as a well-researched, first-of-its-kind study, and only secondarily to international documents collections.—Carolyn W. Kohler, *University of Iowa, Iowa City*.

Recurring Library Issues: A Reader. Edited by Caroline M. Coughlin. Metuchen, N.J.: Scarecrow, 1979. 521p. \$17.50. LC 79-14966. ISBN 0-8108-1227-4.

This anthology of forty selections from writings on libraries and for librarians covers a forty-two year time span, although at least three-fourths were first published in the past decade. It is designed primarily to be a classroom text on the philosophy and sociology of librarianship, providing "a framework for future reading and discus-

sion." A student introduction carefully delineates its commitment to continuing education. A faculty introduction justifies the use of a preselected and, to some degree predigested, set of readings while giving the geographical and chronological parameters of its coverage. The work of selection was partially supported by a grant from the Hollowell Research Fund of the Simmons College School of Library Science.

Seven specific "issues" are addressed. Each is covered in three to eight extracts from previously published writings, and prefaced by a half-dozen or so paragraphs of editorial comment. Only one paper was written originally for this volume.

Issue I, the United States library environment, is explored in terms of the excitement and rewards of historical research, and the problems of defining the intellectual basis of professional expertise.

The readings for Issue II, government relations, examine past trends toward various levels of government funding for various types of libraries, together with a strong plea for an integrated national library plan.

The Issue III, management goals and standards, readings are selected to show the values, uses, and pitfalls of formal statements of standards and plans. The ACRL *Standards for College Libraries* are included in toto as a kind of paradigm for discussion and criticism.

Selections for Issue IV, creative library service, probe the sources of, and reactions to, recent experiments in people-oriented library programs.

Those for Issue V, human resources, ask, and try to answer, questions concerning the librarian's public visibility vis-a-vis his or her self-image.

Issue VI, philosophical questions, grapples with problems of professional and social responsibility, intellectual freedom, and the content of library education.

The final Issue VII, changing boundaries of librarianship, ranges from Vannevar Bush's rather technical World War II predictions of the future course of information retrieval to Karl Nyren's mid-1970s identification of libraries as "low energy processes" to which "society will never devote more than a minor fraction of its resources." Nyren suggests that public libraries, which

spend high budget percentages on personnel and upkeep, may come eventually to follow the academic and research library emphasis on collecting informational materials. While his forecasts are sober, they are by no means despairing.

This anthology is supplemented by a list of acknowledgments to the original publication sources, with biographical notes on contributors included. There is no index. A two-page annotated list of books, and another of serials, for further reading completes the contents. While the articles undeniably contain some discussions directed specifically to the academic milieu, their overall focus lies on the public library, for which the problems of justification and social role are unavoidably more acute, being less structured by the nature and immediate needs of the community served.—*Jeanne Osborn, University of Iowa, Iowa City.*

Ehresmann, Donald L. *Fine Arts: A Bibliographic Guide to Basic Works, Histories, and Handbooks*. 2d ed. Littleton, Colo.: Libraries Unlimited, 1979. 349p.

The Economics of Online Bibliographic Searching: *Costs and Cost Justifications*

by William Saffady

Describes the services currently available and what it takes in terms of equipment, personnel, and training for a library search service to become operational.

Saffady's unique contribution is an economic analysis of the various options, including cost comparisons between manual and machine-assisted searching.

In *Library Technology Reports*
September/October 1979 issue
Volume 15 Number 5

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\$19.50 U.S. & Canada, \$23 elsewhere. LC 79-9051. ISBN 0-87287-201-7.

In the preface to this revised edition, Donald Ehresmann (professor of art at the University of Illinois, Chicago Circle) states that the growth in fine arts has necessitated an update of his 1975 bibliography. Several changes have been made in terms of scope and arrangement, and the revised edition has some overlap with Chamberlin's *Guide to Art Reference Books* (Chicago: American Library Assn., 1959), the acknowledged bible of art bibliography previous to Ehresmann's 1975 effort.

Expansion includes not only pre-1958 titles, but also 147 books published since 1973 (the cutoff date for the previous edition); the total entries for the present volume is over 1,670.

The prolific trend in art publications is visible through the addition of several new sections; in chapter one, a new section is concerned with research and library manuals. So vital an area would seemingly deserve more attention. Longer and more detailed annotations would have been an asset. The author could have supplied valuable insights on the use of these reference works as supplements to his own, especially since none of the five books was discussed in the previous edition. The two most recent of these works are of particular interest, *Methods and Resources: A Guide to Finding Art Information* by Lois Swan Jones (Dubuque, Iowa: Kendall-Hunt, 1978) and Gerd Muehsam's *Guide to Basic Information in the Visual Arts* (Santa Barbara, Calif.: ABC-Clio, 1978). Although both of these volumes list sources, their main function is to instruct the reader in the methodology of art research. They, along with Chamberlin, should be used in conjunction with *Fine Arts* to meet the growing and varied needs of the art researcher. The day of the comprehensive art bibliographical volume is extinct!

The basic format of the book has not been changed; the two parts, (1) reference works and (2) histories and handbooks of world art history, remain the same as do the twelve chapters. Chapter two on library catalogs has been expanded through the addition of post-1973 publications. Expansion is also evident in chapter ten, Oriental art, which

reflects the growing interest in the field of Islamic art and the inclusion of several countries new to the bibliography.

Criticisms of the 1975 publication have been duly noted and rectified: the author has improved his annotations in an attempt to provide descriptive as well as critical comments, when necessary, and has carefully mentioned glossaries, chronologies, good illustrations, and bibliographies; he has expanded the index to include entries for author, editor, main entry titles, series titles, and subjects; there are *see also* references. The author has, however, deleted an element applauded by reviewers of the first edition (ARBA 1976, p.435, and *Booklist* 72:995 [March 1, 1976]), the "Selected List of Fine Arts Books for Small Libraries," by Julia Ehresmann.

With the initial publication of *Fine Arts*, the author specified that two supplementary volumes would follow; one on minor and decorative arts (*Applied and Decorative Arts: A Bibliographic Guide to Basic Reference Works, Histories, and Handbooks* [Littleton, Colo.: Libraries Unlimited, 1977]) and the second dealing with painting and sculpture. A reviewer criticized the author's lack of depth in the area of architecture (*ARLIS/NA Newsletter* Summer 1975 p.s4-s5). Ehresmann was listening and announced in his 1979 publication that three volumes would complement *Fine Arts*—the two mentioned above and a third on architecture.

Donald Ehresmann is to be congratulated for attempting so difficult a task and for revising a worthwhile reference tool.—*Lamia Doumato, University of Colorado, Boulder.*

Lutz, Cora E. *The Oldest Library Motto, and Other Library Essays*. Hamden, Conn.: Archon Books, 1979. 176p. \$15. LC 79-16757. ISBN 0-208-01816-6.

Cora Lutz has previously demonstrated her beguiling way with history in *Essays on Manuscripts and Rare Books* (1975), and *Schoolmasters of the 10th Century* (1977). Gathered here are sixteen more pieces, in the manner of the 1975 collection, the title essay previously published in *The Library Quarterly* and some others in the *Yale University Library Gazette*.

Cora Lutz, as cataloger of pre-1600 manu-

scripts in the Beinecke Rare Book and Manuscript Library at Yale, brings to life the materials with which she has worked, detailing not only their physical form, but also the circumstances of their origins and associations, and the questions and speculation to which they give rise.

The Earliest Library Motto traces her search for the source of an inscription in the doorway of the St. Gall Library, a trail leading back to Ramses II, whose library portals held the same Greek inscription: "the house of healing for the soul."

Most of the essays are associated with incunabula and manuscripts, chiefly medieval and Renaissance, except for the pieces devoted to Ezra Stiles, eighteenth president of Yale. Cora Lutz' scholarship is unmistakable, and an index and copious notes are provided for the studious. But her erudition does not stand in the way of the spell she weaves in her quest to give meaning to her materials as she uses them to illuminate life, especially the life of the intellect, throughout the ages.

Many of the manuscripts pose their own questions, for example, Lentulus' letter, which purports to be an eye-witness description of Christ, or a forged manuscript in boustrophedon, the early Greek form of writing that proceeded continuously back and forth across the page. Other topics lead back to the manuscript sources, the origin of the Y of Pythagoras, whose two arms symbolize the choice between the way of virtue and the way of evil, or again, an early Roman proverb, popular in sixteenth-century England, which eludes tracing to its use by Mary, Queen of Scots.

The essays are grouped into sections on medieval metaphor and symbol; the unexpected in manuscripts; renaissance learning; unusual animals in books; and rare books from the Stiles Library. The section of three essays on Stiles is a somewhat incongruous inclusion, but makes for interesting reading, nevertheless. As the Beinecke books and manuscripts were the inspiration for a majority of the essays, so most of the sixteen illustrations are taken from that collection. Well chosen and reproduced, they whet the appetite for a view of the originals.

This is, unfortunately, the kind of book

too often overlooked by the many who would find it fascinating. Classical philologists will already be familiar with earlier scholarly works by Cora Lutz. For the general reader these essays can be an exciting excursion into unfamiliar territory with a knowledgeable and articulate guide. Historian, classicist, bibliophile, and student will be indebted to the librarian who calls them to their attention.—*Gertrude Reed, Bryn Mawr College, Bryn Mawr, Pennsylvania.*

"Knowledge, How It Gets Around, What Happens to It in the Process," a special issue edited by Andrée Conrad, *Book Forum* 5, no.1 (1979). 176p. \$3. Available from: Hudson River Press, Box 126, Rhinecliff, NY 12574.

This special issue of *Book Forum*, planned around the National Enquiry into Scholarly Communication, is a useful way for librarians to learn what some members of the community of academic presses think of the report.

From the early paragraphs of Andrée Conrad's introduction, "Information Fever," one can see that the state of scholarly communication is about to meet unfriendly, not to say hostile, witnesses.

Today's scholars, Conrad says, lack the audacity demanded for interpretation of their data. Rather, they stick to peripheral fact-finding papers that are less likely to be challenged and which establish the authors' claim on their data. The National Enquiry, she continues, sees no harm in the development and, in fact, shows how the packaging and transmission of discrete units can be done electronically with great speed and even greater expense. But the intended recipients are other scholars and the 99.6 percent of the population outside the academic community who also want to know will learn, not from the scholars, but from the popularizers, whose ability to piece together snippets of information with scanty interpretation will be enhanced by the transmission marvels projected by the Enquiry.

Thus the fever, today's infatuation with fact, increases in virulence with the distance between knowledge generator and knowledge consumer.

Critiques of the report by three university press editors continue the attack. Ber-

nard Goldman (Wayne State University) believes it is reductionist as well as destructive to dwell on scholarly communication as a delivery system. Scholarly communication is not a collegiate luxury, but the basic and ultimately only important business of the university. The Enquiry should have concentrated on putting the academic press into the mainstream of education instead of a recital of devices and techniques that may save dollars here and there. The report failed to deal with the crucial question of quality publishing. David Bartlett (Temple University) adds. August Frugé (University of California, emeritus) approves of a national bibliographical network but calls the national periodical center an outmoded, precomputer agency, an unnecessary layer of administration.

But the harshest words come from Marilyn Gaul (president, Conference of Editors of Learned Journals): biased, unenlightened, lopsided, wrong-headed, arrogant, shortsighted, and extravagant. The Enquiry failed to understand the differences

between science journals and the humanities, the knowledge they are communicating, the way scholars use resources, the way each community is organized.

There are other interesting pieces: an interview with Chester Kerr; an account of the early University of South Carolina Press; a whimsical tale of a malpractice suit brought by an author against a university press; excerpts from *The World of Aldus Manutius* by Martin Lowry and Robert L. Oakman's *Computer Methods for Literary Research*; reviews of four books; and some other short articles—but they lack the zing of the earlier parts.

Is this issue simply a neo-Luddite attack, a longing for more money to continue conventional methods? There is resentment of the sums of public money suggested by the Enquiry and some serious lack of understanding of the role and plight of the research library. Frugé's remarkable statement that the management and finances of libraries have not received critical study is an example. But what I hear is a cry of out-

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rage that humanistic study is being laced into the straitjacket of technology and is going down the tube. Perhaps we should listen.—Joe W. Kraus, *Illinois State University, Normal*.

Davis, Charles H., and Rush, James E. *Guide to Information Science*. Westport, Conn.: Greenwood Pr., 1979. 305p. \$25. LC 78-75240. ISBN 0-313-20982-0.

This conservatively bound black book, accented with gold spine lettering contains an exciting clear presentation of certain fundamental concepts in information science.

The first six chapters are revised and expanded versions of chapters in these authors' earlier book *Information Retrieval and Documentation in Chemistry*. Some of the statistics have been toned down to appeal to those in nonscientific disciplines. However, this book cannot be construed as a first text in the topics it treats—unless it is supplemented with appropriate readings, many of which are cited in the bibliographies following each chapter.

New chapters are included on the "History and Fundamentals of Computing" and "Data Structures and File Organization." This latter chapter is the longest of all the chapters, giving good treatment at the intermediate level or for the advanced beginner in a graduate information science program.

Those possessing Davis and Rush's earlier book will want to add this one to their library. The "History" chapter is interesting but does not really add significantly to the main content and purpose of this book in the sense of information science principles. But, nonetheless, the chapter is valuable as a concise history; however, hardly what the graduate student in the history of science or computing would find informative. Most important, perhaps for women in information science, is the just recognition the authors give to Lady Lovelace, "Ada," who was Charles Babbage's collaborator and supporter and for whom one of the latest programming languages (ADA) is named.

The last chapter would be a particularly useful text chapter for a beginning course in information science, where students need to have exposure to basic data structures, file organization, and principles of computer

programming. In fact, no clearer exposition is present in the literature, in this reviewer's opinion, of some of the principles and their examples. Queues, stacks, strings, tables, and trees should all become clearer to the reader here than in many other treatments this reviewer has seen.

The quality of writing is excellent. Also the production quality is high, certainly worth the asking price, with only one typographical error on page 111. A minor misstatement occurs on the top of page 163 as power consumption of second generation computers rather decreased from the first generation due to the solid-state devices used.

This reviewer recommends this book for use in the teaching of information science fundamentals courses, for survey courses in library science, and for addition to any library supporting such curriculum offerings. Moreover, it should be a welcome addition to the private practitioner's library, and indeed a very good candidate for a "Best Book" award.—Audrey N. Grosch, *University of Minnesota, St. Paul*.

Brown, Eleanor Frances. *Cutting Library Costs: Increasing Productivity and Raising Revenues*. Metuchen, N.J.: Scarecrow, 1979. 264p. \$12.50. LC 79-19448. ISBN 0-8108-1250-9.

Living and working as we do in a period of increasing inflation, our budgets are continually being eroded. These are indeed trying times as we strive to provide the services we feel are necessary with dollars that purchase less and less. This is especially true for those many libraries that are understaffed, overworked, and underfunded. The timely appearance of Eleanor Frances Brown's *Cutting Library Costs* may very well prove useful by giving some helpful suggestions and by stimulating our own ideas and starting points.

The book is a listing of one suggestion after another, covering the whole spectrum of the public library's activities. Many are extremely basic, commonsensical kinds of ideas. I am sure that there are a number of people who would take umbrage at some of these very simple suggestions; however, I tend to feel, like the author, that there are many librarians who would welcome and

would profit from even the simplest ideas. Knowledge of good management principles cannot be considered a given. We may have good ideas as concerns the big picture, but flounder a bit when it comes down to the little nitty-gritty details; and that is where a great many of the author's suggestions are directed.

She begins by laying the groundwork for and pointing out the benefits of cost studies, and then proceeds to work her way from the director to the page and through the various departments with numerous suggestions in every area. She gives concrete, specific ideas with examples, charts, forms, and step-by-step procedures. But don't be misled: Eleanor Brown is mostly concerned with efficient working methods and proper assignment of duties that are cost-effectiveness measures. This is proper management, but does not result in making more dollars available or provide cuts in the budget where needed, unless staff can be reduced or replaced by some means.

There are suggestions for obtaining additional revenue ranging from federal funds to having sales. She also suggests throughout the book the possibility of charging fees for a variety of services. This will most certainly raise some hackles among readers who should keep in mind that the suggestions are free to be accepted or declined and are offered in that spirit.

She does have a tendency to state many of her ideas in a very positive, assertive manner, but options can be found once one begins thinking constructively about the problems. Her how-to approach can provide insights into savings that many may have overlooked in their search.

If one can keep an open mind, overlook some obvious biases, then this volume can be useful—mostly to small and medium-size libraries, less so to large—and, even though the suggestions are basically directed at public libraries, I believe academics can make use of a variety of them. It has a little of something for everyone.—J. Wayne Baker, *Ohio Northern University, Ada.*

DeHart, Florence E. *The Librarian's Psychological Commitments: Human Relations in Librarianship*. Contributions in Librarianship and Information Science,

Number 27. Westport, Conn.: Greenwood Pr., 1979. 208p. \$18.95. LC 79-7059. ISBN 0-313-21329-1.

This small volume presents a number of complex issues as they relate to human relations in library environments, including intrapersonal and interpersonal communication, working relationships, transactional analysis, role expectations and strain, group norms and dynamics, sources of power, assertive and aggressive behavior, and behavioral integrity. The purpose of the book is to present a "conceptual framework for applying behavioral skills in librarianship." Unfortunately, the presentation is not entirely successful and at times is, indeed, confusing.

Part of the difficulty lies in the fact that the author has included many different psychological concepts and ideas without adequate discussion and explanation. It is assumed that the reader is familiar with communication and psychological theories. For instance, the author includes references to transactional analysis and its implications for analyzing working relationships though there is never adequate explanation of the basic premise of transactional analysis. This superficial treatment of complex concepts involving human relations may lead the reader to believe that indeed the concepts, and therefore the relationships, are simple to understand and interpret.

The other difficulty with the book is, that in the context of the presentation of the psychological and behavioral material, the author includes brief scenarios complete with dialogue. This format contributes to confusion as the reader shifts from a discussion of principles and concepts to one brief scenario after another without evaluation of the situations by the author in order to clarify the concept contained within the example.

The book is organized into three sections: (1) inputs to commitment development: understanding; (2) psychological commitments to oneself, staff, and clients: attitudes; and (3) carrying out psychological commitments: skills. The organization of the sections and their respective chapters is intended to provide a sequence that progresses from an understanding of human behavior to an exploration of attitudes and,

finally, the development of skills. The progression, though, is not always clear, and in general there appears to be a great deal of overlap and similarity between the material in each section.

The author has included extensive references to sources in communication and psychology in the footnotes of each chapter as well as in a section of suggested reading at the end of the book. These sources will be useful to anyone who wishes to pursue more thoroughly the topics presented. Since the concepts that have been raised in this book are ones with which people in a service profession should be familiar, the book serves as a useful focus.

The author also does not avoid addressing sensitive issues as she examines typical human relations situations that are encountered in a working environment, particularly libraries. She also places considerable stress on the need for librarians to develop self-respect and a liking for "self" in order to be able to serve others. In addition, she indicates that it is important for librarians to develop assertive (not aggressive) behavior in

order to better deal with working relationships, particularly the disturbing behavior of others.

Those reading this small book may not arrive at a sound understanding of human relations or a "conceptual framework" for behavior, but they won't escape the realization that in order to build more effective relationships a greater understanding of human behavior and a commitment to improving relationships are necessary.—*Sheila Creth, University of Connecticut, Storrs.*

Bloss, Meredith. *Conversations on Libraries*. LJ Special Report #12. New York: R. R. Bowker, 1979. 88p. \$5; cash with order, \$3.95. ISBN 0-8352-1263-7. ISSN 0362-448X.

Do you have some ideas on what you think libraries and information services ought to be like by the end of this century? You may recall recent questionnaires seeking similar ideas from college and university librarians. Stack up your ideas against what two dozen believe, individuals who provide or use the services. Bloss, as a roving

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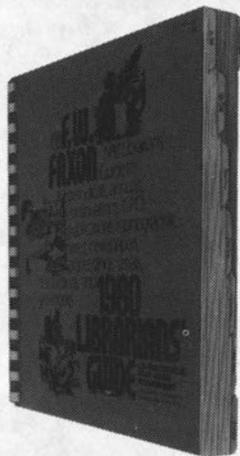
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reporter, collared busy people and sought their notions about the future of libraries, the needs of patrons, and how to satisfy them. Emphasis was placed on the point of contact between the service and the person. There emerge in the potpourri some ideals, some warnings, much interest, and some daring solutions, together with a hard look at present-day economic stress.

Reflected throughout and approached from different avenues is the conflict between the place of the book in libraries and the mechanized supplying of information through data bases. Contrasting viewpoints should be studied, such as the conversations from Daniel Melcher, publishing consultant for Bowker, John Linford, director of NELINET, and Joseph Becker, of the consulting firm of Becker & Hayes. Interesting to note are the stances taken by several regarding the place of the book versus audiovisual material, especially the videodisc. (See Rohlf, Linford, Heneghan, Jimmie Jones, and Reich.)

Although more public librarians were interviewed, there is a good mix among representatives from other libraries and services, except school media specialists, e.g., state libraries, research and university libraries, information specialists, library schools, regional systems, a publisher, and the users. As a result, practically every topic studied in library schools pertaining to library trends and current problems receive attention. (This fact might be a shock to some practitioners who are convinced that library schools are totally unaware of that real world out there.)

Permeating the entire issue is the odor of funding deficiency with some attempts at realistic solutions, especially the need for political involvement. (See Sakey, Rohlf, and Melcher.)

Although it seemed clear that technology would serve the needs of people in the future, not nearly the stress on it appeared that was feared would occur in the White House Conference on Library and Information Services. All technical advances should be strongly considered, but with cautionary optimism. They should not predominate.

Most librarians will probably rejoice in learning that a strong case is made for the public service librarian—one who learns

how to help people solve their problems, rather than one who becomes a slave to automated machinery for its own sake, instead of a help to the client. Furthermore, that aid is to be tendered to patrons to answer their questions from the resources collected and organized for this express purpose. So the librarian is not a social worker, at least not while professionally on duty.

Cooperative efforts must increase; thus some restructuring may well occur, even between types of libraries. Automation and new forms of communication can come into their own in this manner, ending provincialism and abetting interlibrary cooperation.

The role of the public library is of great concern and may have to be redefined, e.g., its relation to academic libraries and with continuing education, becoming more people-oriented, specializing on helping the users, and becoming an information and referral center.

After this investigative journey, librarians ought to be convinced that they are in a lively, challenging, if sometimes fearful, vocation. With so many advances prognosticated, with so many problems begging for solution, what greater enticements could there be?—*Rev. Jovian P. Lang, OFM, St. John's University, Jamaica, New York.*

Bahr, Alice Harrison. *Video in Libraries: A Status Report, 1979-80*. Professional Librarian Series. White Plains, N.Y.: Knowledge Industry Publications, 1980. 119p. \$24.50. LC 79-25951. ISBN 0-914236-49-0.

Bahr's assessment of library video use is a follow-up to a 1977 public library survey by the same publisher. Video technology has been in a constant state of evolution, creating problems of equipment compatibility and tape standardization. Many libraries have not been too eager to leap into video due to the copyright restrictions and budgetary limitations. Little has changed in library video services since 1977, although there appears to be more interest in video due to the availability of reasonably inexpensive home videocassette recorders. This book merely scratches the surface in terms of video programming, and it should be taken at face-value. Only twelve public libraries were surveyed in this report; at best

it is an overview. If the price of \$24.50 a copy for this paperback seems excessive, it is.

Public library video represents a very fragmented and restrained service. Video is predominantly used for programs that are locally produced by amateurs. Most programs are of a cultural or informational nature. Since the 1977 survey, budgets for video production remain small, and many programs exist on the basis of grants. As grants are terminated, unfortunately so are video programs. Also, videotape collections remain stilted, and selection is often based on nebulous criteria.

This book may be of value to medium-size and smaller public libraries considering the purchase of a portapak or a half-inch cassette recorder. There are some good, although brief, discussions of video problems that will surely be encountered. Among them are problems of funding, program selection, hardware compatibility and standardization, cataloging, and copyright. The BOCES case and network news off-air taping provide some insight into copyright problems.

Educational uses of video are touched upon. Video is often used in the community involving services to the handicapped and disadvantaged. The information presented here on services is very specific and written in a case-by-case style. Closed circuit television is also used as an information retrieval medium, particularly in some medical centers.

Video is so versatile and complex that the medium must be critically assessed as to its purpose in the library in accordance with community interest and needs. Whether video is used for entertainment, education, information retrieval, or creative interest, its use must be balanced with community awareness, budgets, etc. The future of video seems to rest with the videodisc as a playback-only means of entertainment and education and with cablevision as a two-way medium for information transfer. Both have particularly interesting implications for libraries.

User profiles of the twelve public libraries are one page or less in length and provide an outline of programs, sources of funding, collections development, and com-

munity involvement. The public library profiles offer an information base for adding video programs or for comparing current levels of service with other libraries. College and university librarians will find this book of little value.—William A. McIntyre, *New Hampshire Vocational-Technical College, Nashua.*

Matthews, Joseph R. "The Four Online Bibliographic Utilities," *Library Technology Reports* 15:665-838 (Nov.-Dec. 1979). Single issue \$40. ISSN 0024-2586. Available from: American Library Association, 50 E. Huron St., Chicago IL 60611.

Jacobs, Mary Ellen; Woods, Richard; and Yarborough, Judith. *Online Resource Sharing II: A Comparison of OCLC, Incorporated, Research Libraries Information Network, and Washington Library Network.* Editor: Susan K. Martin. San Jose, Calif.: California Library Authority for Systems and Services, 1979. 99p. \$18.50 CLASS members; \$22.00 nonmembers. Available from: CLASS,

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Although the growth of the bibliographic utilities has been dramatic, less than 8 percent of the libraries in the U.S. and Canada currently use the services of a utility. For those libraries involved in choosing a utility, these two publications may be of assistance. The Matthews report compares the utilities with a view to exploring all the considerations important to the library contemplating the adoption of utility services. The introduction to the CLASS publication states that "the purpose of this edition . . . is to help library administrators and their staffs assess not only the potential impact of online bibliographic systems upon their libraries, but also upon the quality and variety of services which their libraries provide to their users."

Both publications cover OCLC, RLIN and WLN, while the Matthews report also includes UTLAS (University of Toronto Library Automation System). The data included in the Matthews report are based upon interviews conducted with user librarians, commercial vendors, and the staffs of the utilities. It also includes the results of a survey questionnaire distributed to 200 libraries. By contrast, the CLASS publication contains only the data contributed by the three authors who are high-level representatives of their respective utilities. Ground rules were established by CLASS to prevent overselling on the part of the representatives, and the document was edited by a neutral party with established integrity.

Matthews makes his comparison on a number of considerations including general descriptive information, functions and products available, communications access modes, terminals used, response times, reliability, data bases, training, financial aspects, and potential benefits. The CLASS document largely deals with the whats and hows with no evaluative comment. The comparison is made here on the basis of overall description of data bases and access, processes and products, applications of the systems to other library functions, financial and administrative considerations, administration of the systems, histories, and announced plans.

Matthews provides more background by giving some thought to the four basic options available to a library for providing bibliographic control; these are manual cataloging procedures, vendor services, in-house automation, and the on-line utilities. He covers the first three alternatives briefly and much too unevenly. Of the five pages in the section, two and one-half are devoted to a description of one vendor's product. A philosophical discussion of the advantages relating to each alternative with some guidance on how to get fuller information would have made this a more usable section.

The publications are not equal in regard to evaluative comment. The CLASS document has little on response time, reliability, or other evaluative comparisons. Reliability is more completely covered by Matthews but is largely a description of computer architecture, down time, and communication line reliability. Neither deals with the quality of personnel.

Matthews includes a set of tables that allows for per-title unit cataloging cost comparison. His report picks up where the other leaves off, since it includes a significant amount of evaluative judgment based upon the user survey. His summary comparison of systems includes a subjective rating that goes beyond the factual data of either report. Matthews concludes with a fine, concise chapter on the future of a national bibliographic network.

Both reports are quite readable. The CLASS document's format is excellent. It has a columnar arrangement perpendicular to the hinge that provides juxtaposition of text on the same aspect of each system. This makes it very easy to look up a particular point on one system and then see the comparable information on the other systems on the same page. One significant defect in the Matthews report is the lack of page numbers in the table of contents apparently caused by a printing oversight. Each report has a glossary, useful appendixes (including sample contracts in Matthews report), and selective bibliographies. Both reports are expensive and therefore are probably limited in their usefulness to those who are making a decision of choice between utilities.—*Richard W. Meyer,*

Clemson University, Clemson, South Carolina.

New, Peter G. *Book Production. Outlines of Modern Librarianship*. London: Clive Bingley; New York: K. G. Saur, 1979. 152p. \$10. ISBN 0-85157-266-9.

Peter New's *Book Production* is one of the volumes in the very useful "Outlines of Modern Librarianship" series published by Clive Bingley of London. While the announced purpose of these brief manuals is to serve as introductions to, or even textbooks in, a variety of courses of the standard library science curriculum, in practice they appear to be particularly helpful as review books for students preparing for major examinations.

The present volume is a small octavo of about 150 pages bound in paper-covered boards. The index is serviceable, and the few black-and-white illustrations are adequate, though clearly color would have helped to explain full-color halftones. There is no bibliography, but reference is made throughout to a very few essential British texts, particularly Sean Jennett's *Making of Books* (Faber, 1974). Obviously for American instructors, however, the basic text would be Marshall Lee's *Bookmaking* (Bower, 1979), which was presumably not available to New when he wrote this book.

The author, who has a library science background, has taught book production for nineteen years and has written extensively, including *Reprography for Librarians* (Bingley, 1975) and *Education for Librarianship* (Bingley, 1978), is, to say the least, well qualified for his task.

New's interest in pedagogy shows in his thoughtful introductory chapter, "Study and Teaching of Book Production," and in his excellent organization of all subsequent chapters. Indeed the book provides the teacher with a ready-made outline for a unit or course in book production. Four chapters are devoted to the printing of text, an equal number to the printing of illustrations, one each to paper and binding, and a final chapter discusses design and typography. The presentation is what might be called "definition-in-context." As each technical term is introduced, it is italicized and its meaning is given in relation to the process being de-

scribed. The technique is effective, and the format makes the book easy to use as a handbook should be.

The index provides an alphabetical approach, though its convenience would be improved if boldface numbers were used to distinguish between definitions and simple mentions of the terms. In this sort of animated glossary the difference between English and American usage might be a problem. There are such differences, filmsetting for photocomposition, photo-lithography for offset lithography, and unsewn for perfect binding, but they are few and should cause no serious misunderstandings; in fact, the American term is often given as a synonym. The cost of the book at \$10 is more apt to discourage its widespread purchase by students in this country.

Peter New's book is confidently recommended for purchase by faculty and students in library science, journalism, bibliography, certain technical courses, or wherever a layman's understanding of the technical aspects of book production is sought, and by libraries serving such clientele.—*Budd L. Gambee, University of North Carolina at Chapel Hill.*

Developing Library Effectiveness for the Next Decade. Proceedings of the Seventh Meeting of IATUL, Leuven, May 16-21, 1977. Edited by Nancy Fjällbrant and Kerstin McCarthy. Göteborg, Sweden: International Assn. of Technological University Libraries, Chalmers Univ. of Technology Library, 1978. 235p. ISBN 91-7260-257-0.

As one might infer from the title, this book contains a diverse set of original papers on library effectiveness presented at the May 1977 conference of the International Association of Technological University Libraries at Leuven, Belgium. It consists of nine, long, invited papers, as well as fifteen, shorter, spontaneously presented "communications."

The general introduction of the conference identified the specific problems facing university libraries that gave impetus to the conference theme: "the ever increasing production of publications, the never ending growth of student populations, the pressure on us to supply information more quickly, the appearance of more and more sophisti-

cated machinery and expensive information devices, the availability of new techniques, new media and new theories . . . at a time when budgets are decreasing, the purchasing power is suffering from inflation, and wages are going up" (p.7).

Unfortunately, library practitioners and library school faculty are likely to find few new solutions to these problems in the papers that follow. In fact, most of the issues addressed here have been repeatedly discussed over the past several years in relevant journal articles and professional meetings. Since the volume is a transcript of a 1977 conference, this should not be surprising. Yet, this volume does not even summarize in any coherent fashion the current issues related to library effectiveness.

Half of the book is devoted to the nine invited papers, which span the areas of planning, automation, cost-benefit analysis, user studies, instruction in library use, personnel, networking, and the library's place in higher education. Neither these papers nor the shorter essays following are unified by any conceptual underpinnings; rather they represent a "shotgun" approach to the topic of effectiveness, in which the overall conceptual issue of what library effectiveness means is never addressed.

This conference reflects the continuing gap between theory and practice in the library field. The practitioners represented here seem quite willing to deal with the pragmatic issues they define as related to "library effectiveness," but they obviously do not see the necessity of working out the theoretical basis on which such issues are based.

The result is that effectiveness is dealt with unidimensionally in each article; out of the nine major papers, three define effectiveness as efficiency (Evans, Mittler, Declercq); two define effectiveness as user satisfaction (Meister, Fjällbrant); two define effectiveness as achieving library objectives (Schofield, Webster); and two define effectiveness as cost-effectiveness (Bonus, Hill and Ross). The multidimensionality of the effectiveness construct is not examined, leaving the reader with the fragmented view offered by this collection of papers.

Aside from these conceptual problems,

readability of these proceedings is hindered by poor editing. One paper (Meister) appears to be a translation, but it is so garbled as to be useless. Another paper (Mittler) is written in good English, but its illustrations are written in German, making them less than useful.

All in all, although individual authors make some good points concerning aspects of library effectiveness (particularly Webster and Bonus), the overall treatment of effectiveness is rudimentary. At best this conference may encourage more definitive research on effectiveness in the future.—*Rosemary Ruhig Du Mont, University of Kentucky, Lexington.*

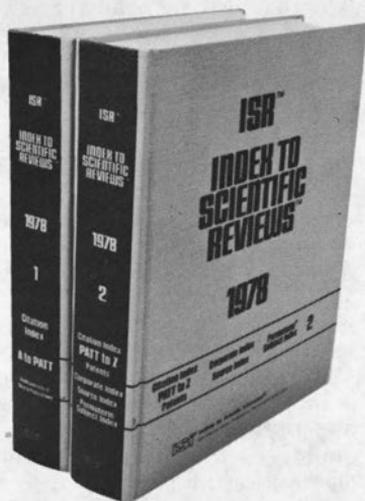
Boss, Richard W. *The Library Manager's Guide to Automation*. Professional Librarian Series. White Plains, N.Y.: Knowledge Industry Publications, 1979. 106p. \$24.50 softcover; \$29.50 hardcover. LC 79-3057. ISBN 0-914236-38-5 softcover; 0-914236-33-4 hardcover.

On the premise that the decision to automate is one of the most significant decisions in a library manager's career, the guide's stated purpose is "to describe the present state of automation, its value to libraries, future trends, and the role of the library manager in the conversion process." In doing this, no expertise is assumed and the stated emphasis is on the context in which technical decisions are made.

The chapter on fundamentals of automation includes a discussion of the advantages and disadvantages of turnkey versus in-house development; minicomputer capabilities; and a general, very brief discussion of hardware and software basics. The discussion of automation today is largely a discussion of current vendors, products, and services, such as BATAB, LIBRIS, OCLC, WLN, etc.

In a brief glimpse into the future, the author predicts that more library functions, including office procedures, will be automated; files will be built as by-products of other functions and through use of shared facilities like OCLC; and patrons will be using terminals that are "user cordial." He further states that libraries will have an increasing array of commercial competitors

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providing access to information for a fee and that libraries "may find it difficult to compete in ease of use or speed of response unless they become highly effective managers of technology."

In the remaining chapters, filled with examples and quotes from the literature and the author's experiences, the manager is alerted to the steps in the planning process (define, analyze, synthesize, evaluate, and iterate); the need to train staff; the political requirements to sell the system of choice; failures and pitfalls of automation; and the manager's role. There is a brief glossary of automation terms, a very selected reading list, and a list of selected sources for automated products and services.

The guide is very general, organized like a handy shopping list of topics with a brief description or list of things to remember under each. There are shortcomings, however, which must be noted.

First, the inevitable complexities, alternatives, and combinations in automation decision making are lost in the effort to simplify, list, and report in a telegraphic style. For example, the possibilities of combining

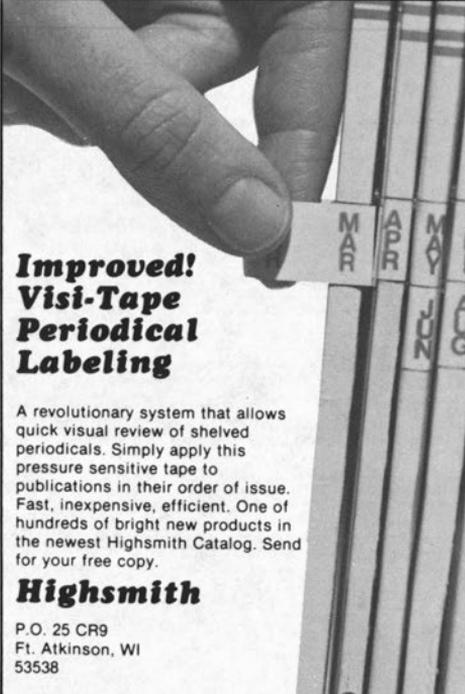
minicomputer applications with network use or in-house systems are not addressed in favor of discussing each as discrete options.

Second, the discussion of the management process is so abbreviated as to leave the novice unsure of what to do, especially in the requirements and problem definition phase.

Third, the information about current vendors and services will become outdated quickly, given the rapid pace of development.

Fourth, the guide frequently advises using consultants because library managers cannot, should not, or do not master some of the complexities involved in automation decisions or implementation. The reviewer appreciates the role of consultants but suggests that library managers are appropriately becoming increasingly sophisticated consumers and managers of technology and should be encouraged to continue in this direction.

The appropriate audience for the guide is the inexperienced librarian/manager or the interested nonlibrarian. Others will find it incomplete and less useful.—*Eleanor Montague, University of California, Riverside.*



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The Nature and Future of the Catalog: Proceedings of the ALA's Information Science and Automation Division's 1975 and 1977 Institutes on the Catalog. Edited by Maurice J. Freedman and S. Michael Malinconico. A Neal-Schuman Professional Book. Phoenix, Ariz.: Oryx, 1979. 317p. \$16.50 (plus \$.95 for postage and handling). LC 79-21629. ISBN 0-912700-08-4.

Malinconico, S. Michael, and Fasana, Paul J. *The Future of the Catalog: The Librarian's Choices.* The Professional Librarian Series. White Plains, N.Y.: Knowledge Industry Publications, 1979. 134p. \$24.50. LC 79-16619. ISBN 0-914236-32-6.

Libraries today are faced with two momentous prospects for 1981—the closing of the Library of Congress catalog and the adoption of the *Anglo-American Cataloguing Rules*, second edition. Consequently, librarians must decide whether or not to close their own catalogs in order to adjust to these changes. Such decisions are made on

the basis of information, primarily in the form of conferences, journal articles, and books. Two of the newest sources for librarians are *The Nature and Future of the Catalog* and *The Future of the Catalog: The Librarian's Choices*.

The Nature and Future of the Catalog contains the edited proceedings of two American Library Association-sponsored conferences: "The Catalog: Its Nature and Prospects" (1975) and "The Catalog in the Age of Technological Change" (1977). These papers are especially valuable to readers in that they represent the thoughts of eminent individuals in the field of cataloging, including Seymour Lubetzky, Joan K. Marshall, Frederick G. Kilgour, Sanford Berman, and Michael Gorman. The work is further enhanced by transcripts of audience discussion appended to each presentation. One can therefore, according to the editors, "relive with some degree of verisimilitude the excitement and stimulation created by these institutes and such colloquies as the Kilgour-Lubetzky exchange" (p.vii).

The subject for the 1975 conference is "The Catalog: Its Nature and Prospect"—its past, present, and possible future. The highlights of the conference were talks by Lubetzky, Marshall, and Kilgour. Lubetzky's "Ideology of Bibliographic Cataloging: Progression and Retrogression" is a description of past and present cataloging theories and their conflict with the first edition of AACR. Marshall's paper, "The Catalog in the World around It," deals with Library of Congress subject headings and how they conflict with the needs of nonresearch library users; many headings were found to be misleading and outdated. Kilgour describes the format and use of the automated catalog in the "Design of Online Catalogs."

Other papers represent a wide range of interests from public to research libraries: S. Michael Malinconico's "The Library Catalog in a Computerized Environment," William J. Welsh's "The Continuing Role of the Library of Congress in National Bibliographic Control," Marvin H. Scilkin's "The Catalog as a Public Service Tool," Hugh C. Atkinson's "The Electronic Catalog," and Kenneth Bierman's "The Future of the Catalog in North American Libraries."

Although these lectures took place five

years ago and precede such developments as AACR 2, the Research Libraries Information Network, and the closing of the Library of Congress catalog, they remain timely and recommended reading.

The central theme for the 1977 conference, "The Catalog in the Age of Technological Change," is the impact of the new technology on cataloging. A substantial number of the papers are devoted to AACR 2: John D. Byrum, Jr., and Frances Hinton's "The Newest Anglo-American Cataloging Rules," a history and brief summary of the new rules; Phyllis A. Richmond's "The AACR, Second Edition, What Next?" a discussion of the implications of the new code; Bernadine E. Abbott Hoduski's "A Critique of the Draft AACR, 2nd Edition: Impact of the Rules on Documents Cataloging," a treatise on the effect of AACR 2 on government documents cataloging; and Jean Riddle Weihs' "Problems and Prospects in Nonbook Cataloging," a description of the effect of AACR 2 on cataloging of audiovisual materials.

Additional papers presented are Gorman's "Cataloging and the New Technologies," a study of the impact of automation on cataloging services; Lubetzky's "The Traditional Ideas of Cataloging and the New Revision," an analysis of ISBD versus Charles Cutter's idea of the catalog; Joseph H. Howard's "The Library of Congress as the National Bibliographic Service," the effect of the Library of Congress' policies on the nation's libraries; Berman's "Cataloging for Public Libraries," a treatment of the cataloging interests of public libraries; and Anne Grodzins Lipow's "The Catalog in a Research Library and Alternatives to It," a study of the catalog and research library patrons.

Those deciding what alternative catalog form to use may consult *The Future of the Catalog: The Librarian's Choices*, a readable though slightly overpriced book. The work, which can serve as an introductory text, presents an overview of the catalog and the effect of automation on cataloging. Each chapter is well documented, and a five-page bibliography appears at the end of the book. The work is divided into six sections in addition to an epilogue and introduction: "Traditional Catalog Forms," "Machine-Readable Cataloging Data," "Computer-

Supported Catalogs," "On-Line Interactive Catalogs," "Comparison of Catalog Alternatives," and "Implementation of Catalog Alternatives."

"Traditional Catalog Forms" is an analysis of the catalog's objectives, treating theories of Lubetzky, Charles Jewett, Charles Cutter, and Thomas Hyde, plus a discussion of the advantages and disadvantages of traditional catalog forms. "Machine-Readable Cataloging Data" describes the Library of Congress MARC format, ISBD, authority control, and the major networks, OCLC, RLIN, and WLN. "Computer-Supported Catalogs" deals with alternative catalog forms such as the automated book form catalog system, printed book catalogs, and COM catalogs. "On-Line Interactive Catalogs" is a study of the automated catalog and how it may be accessed. "Comparison of Alternative Catalog Forms" and "Implementation of Catalog Alternatives" present the problems involved when a library closes its catalog and chooses alternative forms. An especially valuable aid is a hypothetical cost analysis for each catalog form.

The Nature and Future of the Catalog and The Future of the Catalog furnish librarians with needed information on how to manage the coming changes in catalog formats. The volumes complement each other, offering different points of emphasis to readers. It should be stressed, however, that these works only scratch the surface in regard to the catalog's future. Librarians are advised to make a thorough study of the literature available. Nevertheless, both volumes are recommended for purchase by libraries. They will be useful additions to a much needed collection on the future of the catalog.—Lucy T. Heckman, *St. John's University, Jamaica, New York*.

Saffady, William. "The Economics of Online Bibliographic Searching: Costs and Cost Justifications," *Library Technology Reports* 15:567-653 (Sept.-Oct. 1979). Single issue \$40. ISSN 0024-2586. (Available from American Library Assn., 50 E. Huron St., Chicago, IL 60611.)

The first, and longest, section of this report lays out the cost components of an on-line search service in a library and, by making some not unreasonable assumptions

about volume of traffic, salaries, and overhead, etc., attempts to build up a model of the true and complete costs per search.

The second section uses concepts from value engineering to give an overview of the main arguments that can be employed to justify those costs. Either the on-line service must produce greater efficiency compared to the same task (bibliographic searching by librarians) performed in the old way, or it must be justified by its provision of added value, in the form of enhanced library service to patrons. The report deliberately does not address the question of how the costs of on-line services might be met (the fee-for-service issue).

To juxtapose the costs of an on-line search against the costs of a manual search is, of course, to enter dangerous waters. First, a regular search service encompassing from 250 to 1,000 manual searches per year was not a feature of life in most libraries—not even in most libraries which did adopt on-line services when they came upon the scene. And, second, when performed at all, such a manual bibliographic searching service was not often rigorously accounted for.

Thus, even though Saffady is careful to use the same assumptions for costing out a manual operation as he does for the computerized version, his model inevitably starts to sound somewhat artificial. However, this is more a reproach to traditional library accounting practices than to the author's determination to pursue his comparison to a logically consistent conclusion. Not surprisingly, the on-line search is shown to be less expensive than its manual equivalent would have been—between 37 and 42 percent, on average.

As long as such figures are used only as ratios, for comparison against each other, they are unexceptionable, although minor discrepancies might be argued over. When the author attempts to use the on-line cost figures as real numbers, to be compared against the real cost of subscriptions to printed periodical indexes, then it seems to me the methodology becomes questionable.

Appendix C is presented as a type of decision table, based upon dividing the annual printed subscription cost by the cost of an on-line search, to yield an approximate number of uses per year below which the

printed subscription should not be canceled. Example: if the *Social Science Citation Index* costs \$1,500 a year and an on-line search of it costs about \$44, everything included, then one can buy about thirty-four such searches a year for the subscription price. Thus if the printed version is used more than thirty-four times, then the printed version is presumed to be more cost-effective and should not be canceled.

Because the author employs only one set of his earlier assumptions, the one least favorable to on-line searching, and simultaneously ignores some major cost factors such as discounts for on-line service and the almost unavoidable purchase of multiyear cumulations if one were to run a manual bibliographic searching service, this table could be off by more than 100 percent and thus is not a reliable tool. But if it acts as a stimulus for libraries to do their own analyses, it will have served a purpose.

Even with these figures, one general conclusion seems unavoidable: A small number of highly priced indexes (*Chemical Abstracts*, *Excerpta Medica*, *Science Citation Index*) are becoming serious candidates for cancellation by the smaller libraries which presently purchase them, where usage of such indexes can be measured in the range of 75 to 150 instances per year. Based upon the issues which Saffady's last section raises, rather than upon the numbers given therein, one may expect the on-line community to be studying and discussing this work rather closely in the years ahead.—Peter G. Watson, *California State University, Chico*.

Morrow, Carolyn Clark, and Schoenly, Steven B. *A Conservation Bibliography for Librarians, Archivists, and Administrators*. Troy, N.Y.: Whitston, 1979. 271p. \$18.50. LC 79-64847. ISBN 0-87875-170-X.

In their introduction, Morrow and Schoenly state this 1,376-item bibliography cites literature that has appeared since 1966, for it was the devastating flood in Florence that year that focused world attention on the salvage and restoration of the works of art and books inundated by the water. The volume covers broadly conservation administration, environmental protection, information preservation, conservation

techniques, and general works on conservation.

While a revised, comprehensive bibliography is shortly expected from George and Dorothy Cunha to replace their 1972 listing (found in the *Conservation of Library Materials*), there has been a need for a selective bibliography covering the vast body of material on conservation published in the period 1971-1979. But because of its organization, this volume will be most useful for those already familiar with the literature and in need of checking a reference, rather than a larger audience.

I am puzzled by this bibliography because I suspect that once the authors compiled their card index of entries on the preservation of library and archival materials they published it without determining what information they wished to communicate to their audience, who that audience might be, and how that audience might want to use the material. It is not, and does not pretend to be, the comprehensive post-1972 bibliography that the specialist needs. Yet it is too narrow and limited for the nonspecialist who needs good, basic information quickly. What, for example, would the compilers consider *the* basic book or article in each section, regardless of publication date?

There is a subject index, but it appears that most of the citations in the bibliography are cited only once. For example, the subject index cites one specific reference on "thymol," but the bibliography includes a number of books and articles that contain helpful information on the use of thymol for fumigation. Thus the bibliography becomes of minimal use for someone not already familiar with the literature.

In their introduction the compilers state that the literature of book and document conservation is diverse and draws from a number of allied fields. The compilers have carefully reviewed the literature in the archival, library, and conservation fields, but the literature of the museum community has been checked only cursorily.

This is a serious lack, because the models that both librarians and archivists have followed in developing sound preservation programs over the past decade have been museum models. The significant difference

is that our "objects" are paper rather than paintings, sculpture, or houses. As an example, the "Technical Notes," from *The American Archivist*, is cited consistently throughout the bibliography while the very important and clearly written "On Conservation" series that appeared in *Museum News* receives only scant coverage, with references to much of the best material omitted.

Gremlins, unfortunately, pursued the printers and proofreaders throughout the production of this volume: The alphabetical order of entries is far from perfect, and there are occasional minor errors in the citations themselves.

Morrow and Schoenly obviously have accumulated a great deal of material. The library profession very much needs this information, and I hope that we can expect selective, annotated bibliographies by subject from them, prepared for various constituencies.—*Susan G. Swartzburg, Rutgers University, New Brunswick, New Jersey.*

Cammack, Floyd M.; DeCosin, Marri; and Roberts, Norman. *Community College Library Instruction: Training for Self-Reliance in Basic Library Use*. Hamden, Conn.: Linnet Books, 1979. 283p. \$17.50. LC 79-17531. ISBN 0-208-01825-5.

Community College Library Instruction provides those interested in starting or improving instructional programs in library use at their institutions with an elaborate description of the individualized, self-paced library instruction unit that has been part of the basic English composition course at Leeward Community College, a branch campus of the University of Hawaii, since 1972.

To achieve a high level of student motivation, the unit is presented immediately before the first research paper assignment. It consists of four separate sections: (1) an orientation tour of the library; (2) use of the card catalog and LC call numbers; (3) use of LC subject headings; and (4) use of periodicals and periodical indexes. These sections are taught by means of audiotapes combined with printed materials. The average student completes the entire library unit in nine hours, according to the authors—Floyd M. Cammack and Marri De-

Cosin, public service librarians at Leeward, and Norman Roberts, a language arts teacher there.

This publication is divided into two main parts. As stated in the introduction, "Part 1 of the book describes in three chapters the actual setting and rationale for a bibliographic instruction program at an undergraduate institution with an established policy of open admissions; the recommended means for designing practical goals for such a program; and an outline of the types of activities necessary to develop, maintain, and evaluate it."

Contained in the chapter on goals are reprints of ACRL'S "Guidelines for Bibliographic Instruction in Academic Libraries" and "Academic Bibliographic Instruction: Model Statement of Objectives"; a copy of "Library Instruction Goals and Objectives" formulated at the University of Wisconsin-Parkside; and the more limited aims of the library instruction unit taught at Leeward Community College in the fall of 1978. The chapter on methodology and evaluation provides detailed statistics demonstrating that Leeward's program has been quite effective.

Quoting again from the introduction to this work, "Part 2 is designed to support the descriptive chapters with actual samples of teaching and testing materials developed according to the principles, and under the circumstances, described in part 1." Instructional pamphlets, library skills workbooks, and tests that were used in 1978 are reproduced in part 2.

Included in the appendixes that follow are detailed outlines for the basic English course and the library unit; sample communications between librarians and teaching faculty; some student comments on the library unit; copies of test answer sheets; and a list of materials and operating procedures for Leeward's library unit as it was presented in the fall 1978 semester. A forty-one-page bibliography of relevant literature published since 1965 and a brief index round out the volume.

The most valuable feature of this useful book is that readers are granted blanket permission to reproduce whatever sections of part 2 and the appendixes they may wish to incorporate in their own course-related instructional programs. This is wonderful,

especially since the developers of Leeward Community College's library instructional materials have systematically revised them to insure validity, reliability, and practicality. It is strongly recommended that academic librarians desiring to initiate or improve their own programs buy this publication and copy freely from the 150 pages of teaching and testing items contained herein. The sample materials can easily be adapted to fit local needs. As a bonus, the authors are willing to supply additional materials and information, as well as consultations, upon request.—*Leonard Grundt, Nassau Community College, Garden City, New York.*

Hoffmann, Frank W. *The Development of Library Collections of Sound Recordings.*

Books in Library and Information Science, V.28. New York: Marcel Dekker, 1979. 169p. \$19.75. LC 79-23064. ISBN 0-8247-6858-2.

The purpose of this text is "to provide a blueprint of the selection, acquisition, and arrangement of phonorecords and tapes in all types of libraries" (p.v). Essentially, the author seems to be concerned with current circulating materials, rather than archival and historical collections. In addition to collection development, there are sections on audio reproduction equipment, the care and preservation of sound recordings, arrangement and classification, and cataloging. The sections on collection development include chapters on general principles of selection, selection criteria, and an extremely valuable annotated list of periodicals to be used in the selection process. There is also a bibliography of books which the author thinks will be helpful in collection development (books on music appreciation, history, and guides to the repertory).

Chapter 7 is a list of recordings for a basic collection. This is to serve as "merely a foundation." Local needs, inclinations, and capabilities will then determine the direction of the collection. The list of 1,250 items is recommended for large university and public libraries, but identifies appropriate items for medium-sized public and college libraries (625 items) and small public and school libraries (313 items). The list is classed by genre: blues, rhythm and blues;

classical music—chamber works, keyboard works, string and woodwind works, symphonic works, and vocal works; country and western music; drama; folk music; jazz; musicals, movies, radio shows; opera, operetta, ballet, oratorio; and popular music. Specific recordings are recommended in all cases except the classical genres (where only titles of compositions are listed with no recommendations for performers).

A notable feature of Hoffmann's work is his generous regard for nonclassical forms. On the other hand, I expect that many librarians would like to have more help in selecting specific interpretations of classical music. Thus Richard Halsey's book, *Classical Music Recordings* (Chicago: American Library Assn., 1976), is still indispensable. Nor have other basic sources been made obsolescent—see, for example, the series of discographies by Nancy and Dean Tudor, *American Popular Music on Elpee [sic]* (Littleton, Colo.: Libraries Unlimited, 1979-).

One could certainly take issue with some of Hoffmann's predilections (e.g., his suggestion that library collections should mirror public tastes, the lack of coverage of certain areas of the repertory). But these issues are subjective, and, all things considered, this is a most useful contribution to the library literature.—*Gordon Stevenson, State University of New York at Albany.*

Music Library Association. Subcommittee on Basic Music Collection. *A Basic Music Library: Essential Scores and Books.* Compiled by the Music Library Association Subcommittee on Basic Music Collection. Edited by Pauline Shaw Bayne. Chicago: American Library Assn., 1978. 173p. \$5. LC 78-11997. ISBN 0-8389-0281-2.

Redfern, Brian. *Organising Music in Libraries.* 2d ed. London: Clive Bingley; Hamden, Conn.: Linnet Books, 1978-79. 2v. V.1, \$9.50. V.2, \$12.50. LC 78-819. ISBN 0-85157-231-6, V.1; 0-85157-261-8, V.2, Bingley; 0-208-01544-2, V.1; 0-208-01678-3, V.2, Linnet. V.1: Arrangement and Classification. V.2: Cataloguing.

During the 1970s the Music Library Association (MLA) issued a number of

selected lists, covering areas like miniature scores, reference books, biographies of musicians, opera scores, etc.; these were intended to guide nonspecialist librarians in building music collections for general libraries. From 1975 to 1978 a committee of MLA revised and augmented those lists, to produce the single compilation now before us.

It is a gathering of 952 numbered titles, consisting of both musical compositions and writings about music. Information given for each item includes publisher and price, brief annotations for most books, and uniform titles for scores. There is also a list of music publishers and an author-title index.

While the list would be useful in the formation of a core collection, it leaves much to be desired. A fundamental problem rests in the lack of stated criteria for inclusion; the list is curiously imbalanced among types of material, and it bears some odd omissions. What shall we say—in terms of balance—of a basic collection with more wind chamber publications (120 items, in miniature score and performing edition formats) than orchestral works (96 miniature scores)? Or how can we justify a core list that excludes five Beethoven symphonies, two Brahms symphonies, and five by Tchaikovsky?

In the literature section the titles given are worthy, but again omissions come to mind at every turn. Even in a small reference section, one would expect to find such standard works as *Crowell's Handbook of World Opera*, *Index to Characters in Performing Arts*, *ASCAP Biographical Dictionary*, *Who's Who of Jazz*, *Index to Biographies of Contemporary Composers*, *Orchestral Music: A Source Book*, and *Gentry's History and Encyclopedia of Country, Western and Gospel Music*. Considering the distinguished parentage of this guidebook, one can only be disappointed in the guidance it ultimately gives.

Redfern's work is completely new in its second edition, replacing the one-volume issue of 1966. The author explains that the present two-volume format was the result of his intention to deal with AACR 2 and the delay in release of those rules; the second volume awaited their publication. Both volumes are comparative studies: the first examines the familiar classifications for

music materials, the second looks at cataloging codes. Although "intended primarily for students" (1:7), these are in no sense textbooks; they are quite specialized reviews of technical problems and various solutions which have been offered for them. It would seem that the ideal reader would be a music cataloger who craves an intellectual viewpoint on what must otherwise seem a dry collection of regulations.

The author, a principal lecturer in librarianship, Polytechnic of North London, takes a solid British stance throughout. In classificatory matters, for instance, he is committed to the British Catalogue of Music Classification ("much easier and more consistently reliable than classification by DC or by the Library of Congress," 1:11), and he identifies progress in the classification world with the increasing acceptance of faceted theory. In subject cataloging, his attention is on PRECIS and the BCM, with passing condescensions toward the LC and New York Public Library subject headings.

Probably the most useful feature of the first volume is a simple presentation of the way "foci" are grouped into facets, using musical examples. Of less interest are the chapters on classification of jazz and on arrangement of sound recordings. The jazz section is based on Derek Langridge, whose quaint subdivisions may remind one of early Dewey (e.g., the schedule includes such units as "neglect" [of jazz], "creation," "Negro" [style], and "Dixieland," and "Blues"—with obvious problems of definition and overlap). A brief treatment of sound recording classification seems to have been written without awareness of Olga Buth's detailed summary in *Library Trends*, January 1975.

In the second volume, on cataloging, there is a thorough analysis of AACR 2 music coverage, in the light of the *Code international de catalogue de la musique*, issued by the International Association of Music Libraries. There are good studies of uniform titles and of descriptive practice. Each volume has a short bibliography, with important omissions, and a general index.

It is awkward to attempt a general estimate of Redfern's work. He has certainly looked closely and intelligently at matters of concern to him and offered very personal

views with little reference to other writers; those views partake heavily of a British persuasion. The result is not a textbook, nor yet a scholarly treatise. For libraries that want this kind of book, this is the kind they will want.—*Guy A. Marco, Library Development Consultants, Washington, D.C.*

Conroy, Barbara. *Library Staff Development Profile Pages: A Guide and Workbook for Library Self Assessment and Planning*. Tabernash, Colo.: The Author, 1979. 50p. \$12. (Available from: Barbara Conroy, Box 502, Tabernash, CO 80478.)

This recent work is intended to be used in conjunction with the author's *Library Staff Development and Continuing Education: Principles and Practices*. Retentive readers will recall that this earlier work was reviewed by Sheila Creth at the dawn of 1979 (*C&RL* 40:73-75). The previous work provided the principles and practices; this one, the profile pages which serve as a guide and workbook and which grew out of the author's 1979 evaluative study of the Cooperative Information Network's staff development program in California (ERIC ED 172 828). The two clearly complement each other.

The present work is divided into two sections. Part I gives a "Profile for Assessing Library Staff Development—A Guide," while Part II is a "Profile for Planning Library Staff Development—A Workbook." Part I gives worksheets to help define the profiles of responsibilities and policies, of planning the program, of implementation, and for evaluating the result. Part II addresses itself to staff development needs, program goals and objectives, roles and responsibilities, policies, resources, the needs assessment process, the planning process, and the evaluation process. A selected bibliography completes the work.

I was prompted, in thinking about the administrative aspects of staff development, to recall the distinction between the art and science of a martini. The person who has never made one requires instructions in the science while the devotee, requiring no assistance, practices the art. At the risk of oversimplifying and appearing blasé, the distinction is useful. Those already much involved in staff development will wonder

why they need these profile pages and will, at a possible risk, choose to ignore them. Those who have never been engaged in staff development will, to their lasting credit, turn to these most useful pages. As to those in the middle somewhere, well—check them anyhow. No harm will be done and perhaps a lot of good realized.—*Leslie W. Sheridan, University of Toledo, Toledo, Ohio.*

Videotext: The Coming Revolution in Home Office Information Retrieval. By Efrem Sigel with Joseph Roizen, Colin McIntyre, Max Wilkinson. White Plains, N.Y.: Knowledge Industry Publications, 1980. 154p. \$24.95. LC 79-18935. ISBN 0-914236-41-5.

Videotext has been defined as a two-way (interactive) communication system that links computer data bases to television by telephone or by cable television lines. Teletext, on the other hand, is a one-way (noninteractive) communication system that transmits information via television through regular or cable television broadcast signals. Videotext and teletext are considered to be the newest and most revolutionary developments in information retrieval.

With videotext one may use a hand-held calculator type key-pad and have a wide variety of information appear on a television screen, such as classified ads in the daily newspaper, travel and weather information, encyclopedia articles, and even holdings of the local library. Bills can be paid, bank accounts examined, and theater tickets reserved by this new home information service system.

A variety of videotext/teletext systems as they exist in their present stage of development are described in this work by Sigel and others. A brief chapter outlines the technology of videotext/teletext in relatively simple terms. Nearly half the book is devoted to a description of the two major British systems: CEEFAX (seeing facts) and Prestel. (The authors consider Britain to be a good two years ahead of the rest of the world in introducing home information services.)

CEEFAX, a teletext type service of the British Broadcasting Corporation, provides a broad range of information but features

news, finance, sport, entertainment, weather, and travel data. Prestel (sometimes referred to as Viewdata) is a development of the British Post Office and unlike CEEFAX enjoys the major advantage of being interactive.

A separate chapter is devoted to the development of videotext and teletext systems within the United States. These developments have been slow especially when compared to Britain and France. Passing mention is made of Warner Communication's Qube service launched in Columbus, Ohio, and the ambitious projects of Knight-Ridder Newspapers and General Telephone and Electronics.

Although Sigel and the other contributing authors are to be commended for what they have written, it is what they have not written and what they have not addressed that makes this book of little value for most librarians. No mention is made of the significant implications that videotext/teletext systems have for the future of libraries or the role that libraries will play as these information systems are developed. Informa-

tion access and copyright are other issues not discussed.

Should one wish to read of the background and technological development of CEEFAX, Prestel, Oracle, etc., then this book will be helpful; but for current, library-oriented discussions of videotext/teletext information systems, this reviewer recommends constant perusal of current library literature. Susan Spaeth Cherry's article published in the February 1980 issue of *American Libraries* is an excellent place to start.—David B. Walch, *State University of New York, College at Buffalo*.

Woodbury, Marda. *Selecting Materials for Instruction: Issues and Policies*. Littleton, Colo.: Libraries Unlimited, 1979. 382p. \$18.50 U.S. and Canada; \$22 elsewhere. LC 79-18400. ISBN 0-87287-197-5.

Marda Woodbury's substantial experience in the school library field is clearly reflected in her book *Selecting Materials for Instruction: Issues and Policies*. She has written "a handbook for the establishing of an effective and efficient selection process" from which teachers, school administrators, librarians, media specialists, parents, and even library and education students can profit.

The book covers a wide variety of issues such as budgeting for instructional materials, needs assessments, materials selection policies, use of evaluation criteria in selecting instructional materials, learner verification and revision and appraisal of materials for readability, to name only a few. The emphasis throughout is to provide the reader with information about materials selection from preschool through high school, with major consideration being the selection of materials for classes and individuals, although the criteria employed in this study can be adapted to libraries and learning resource centers.

The author sees her study of materials selection as "a source of ideas, stimulating starting place for groups or individuals grappling with the processes or concepts of selection." She combines both theory and practical information throughout the book. One of the most functional characteristics of this study is the number of different sets of guidelines, specific policy statements, needs assessment forms, evaluation guidelines,

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rating scales, etc., which offer the reader systems that could be adapted to local situations. At the end of each chapter, the author has included a list of key organizations which develop or assess materials as well as pertinent literature reviews.

Today, perhaps more than at any other period in time, selection of instructional materials has become more than a school system issue. Community groups and special interest organizations are seriously questioning the inclusion of certain types of reading and instructional materials. The concerns of parents, educators, and employers about teacher preparation, instructional style, test scores, and basic comprehension ability directly affect the debate over the proper selection of materials for classroom or individual use. As Woodbury illustrates throughout, selection is a complex decision-making process involving many factors and criteria.

This book is a comprehensive, readable, contemporary assessment of the issues and policies involved in materials selection (including references to the effects of Proposition 13 in California). The author's practical experience in the field, coupled with the attempt to integrate research models with basic factual information and examples, makes this work most valuable as an introduction to the field of materials selection.—*George Charles Newman, Findlay College, Findlay, Ohio.*

Robinson, A.M. Lewin. *Systematic Bibliography: A Practical Guide to the Work of Compilation*. 4th ed. rev. With an additional chapter by Margaret Lodder. London: Clive Bingley; New York: K. G. Saur, 1979. 135p. \$10. LC 79-40542. ISBN 0-85157-289-8.

This work is an introduction to the "main principles involved in the practical work of compiling bibliographies" and is intended for the nonlibrarian and student of librarianship. Any work on bibliography must attempt to define the nebulous boundaries in that realm, and chapter one, in a very short space, does this quite well. The techniques described in the next three chapters are limited to systematic, or enumerative, bibliography.

The emphasis is on the practical decisions

to be made in compilation: how to collect material, how the field is to be limited, what form of entry to use, the place of annotations, and methods of arrangement and layout. The last chapter, by Margaret Lodder, briefly surveys the role of computers in both compilation and retrieval. Twenty plates provide pages from as many preeminent bibliographies and are very useful in illustrating points made in the text. There is a highly selective list of recommended books and an index.

First published in 1963 by the University of Capetown School of Librarianship, succeeding editions have seen very little change other than the added chapter on computer applications in 1971 (3d ed.). The major improvements have been in type size and legibility.

This is not a style manual, nor a treatment of bibliographic history or theory; but for the person faced with a task of compilation, the book has immediate value. In one sitting the subject is introduced and the various alternatives outlined. The presentation is scholarly and the advice sound. Enough references are given to the work of analytical bibliographers to spark further investigation on the part of the reader. Although the few changes may not have warranted a new edition, this remains a useful, perhaps unique, discussion of the "preparation of lists of books."—*Douglas Birdsall, Idaho State University, Pocatello.*

Warren, G. Garry. *The Handicapped Librarian: A Study in Barriers*. Metuchen, N.J.: Scarecrow, 1979. 147p. \$7.50. LC 79-21811. ISBN 0-8108-1259-2.

The purpose of this book is to present information about the career structures, working conditions, personal characteristics, educational preparation, interests, attitudes, and motivations of handicapped librarians and to examine the psychological and physical barriers, including policies, affecting their careers. The book is the outgrowth of the author's dissertation. Warren indicates that the experiences of his own speech impediment gave special insight into the preparation of the eleven-page questionnaire used for the study. It is hoped that once the physical and psychological barriers are identified, the profession and the hand-

icapped librarians will have a common foundation for eliminating those barriers.

This study was based on a survey of forty-two handicapped librarians working in thirty southern libraries, employing at least twenty professionals. It was reasoned that the greater degree of specialization in large libraries would allow more opportunities for employing the handicapped. Of forty-eight handicapped librarians identified, forty-two responded (thirty from academic and twelve from public libraries). A wide range of handicaps was included, the largest category (eleven) was those with hearing loss, followed by ambulatory disabilities (eight) and multiple handicaps (seven); others were cerebral palsy, speech impediment, and cardiovascular and upper extremity disabilities.

One out of five of these librarians reported having been denied positions because of the handicap, and for the hearing impaired job discrimination was doubled. Most did feel accepted by their co-workers; I for one, however, wish that the author had asked another question: whether these librarians felt that their co-workers' perceptions had been changed by the experience of working together.

An interesting finding, less obvious than the much-discussed architectural barriers, concerned the frustration frequently experienced by the hearing impaired at meetings and as participants in committee approaches to problem solving. In our present participative mode of governance, simple things like written agendas, speaking clearly, and facing the hearing-impaired person could alleviate one significant barrier for this group.

Ninety percent of the handicapped librarians did not consider themselves handicapped in the performance of their jobs, and most considered themselves as productive as or more productive than their co-workers.

Regarding physical alterations to their library buildings, more than 80 percent indicated they needed none. Those mentioned were entrance ramps and telephone amplifiers. The conclusion that physical barriers are easily remedied should not be drawn from this sample, which included only people who have already overcome them. Unemployed handicapped librarians

might provide additional views on the matter.

This book's significance lies in the fact that there are a growing number of handicapped persons, many of whom will be reaching the job market in the coming years. An understanding of those barriers preventing handicapped librarians from making their fullest professional contribution is essential for library administrators, especially for those making policy decisions, for their co-workers, and, certainly, for those of us who are handicapped librarians.—*Sara D. Knapp, State University of New York at Albany.*

Hunter, Eric J., and Bakewell, K. G. B. *Cataloguing*. Outlines of Modern Librarianship. London: Clive Bingley; New York: K. G. Saur, 1979. 197p. \$10. ISBN 0-85157-267-7.

The stated purpose of this introductory work is "to provide a comprehensive overview of cataloguing and some alternatives." These alternatives lie in the sphere of indexing, and it is this wider domain that seems to define the framework in which cataloguing, traditionally understood, is presented. To have broadened the horizon in which cataloguing must henceforth be grasped is perhaps, educationally speaking, the distinctive merit of this professional and excellent little book.

The work begins with a brief list of abbreviations and acronyms which are used in the text, followed by a glossary. Twelve chapters then divide the principal content, treating in turn catalogs and bibliographies, a short history, standardization (including some pages on AACR 2), the "subject approach" (the largest chapter in the book), analysis, filing, physical forms of the catalog, networks (a further lengthy section), other indexing techniques, testing and evaluation of information retrieval systems, book indexing, and the management of cataloguing. The volume concludes with an appendix which schematizes the cataloguing and indexing systems used in 334 libraries in Britain and Ireland in 1976/77, followed, as one might expect, by a very adequate index.

As the content sketch should demonstrate, this work is intended not as a hand-

book of practice but as the briefest summary of contemporaneous information on all aspects of cataloging, with special highlight granted to subject indexing and computerized accomplishments. Particularly deserving of note, however, is the brilliant chronological chart depicting under various headings the historical course of cataloging from the end of the eighteenth century to the present day.

The large chapter on subject access to materials, commenting on the wide array of precoordinate and postcoordinate indexing systems, types of catalogs, kinds of indexes and thesauri, and the logic of searching strategy, must appear as a wonderment to those who received their library education in times gone by.

The section on networks unfortunately was written too early for recording the formation of RLIN and for judging its profound import for American research institutions. It must be remarked finally that the general orientation of the text as well as its many examples and descriptions are reflective of librarianship on the British scene.

The knowledge and pedagogical sense displayed by the authors of this book are sufficiently impressive to balance out their apprehension (totally justified in certain respects) that their little piece may soon be dated. For there is no doubt that, at least for some years, it will remain the informative and attractive model of a rudimentary text. In the meanwhile, therefore, the student of librarianship should profit from such a pertinent and commendable achievement.—*Paul Schuchman, St. John's University, Jamaica, New York.*

Women's History Sources: A Guide to Archives and Manuscript Collections in the United States. Edited by Andrea Hinding. Ames Sheldon Bower, associate editor. Clarke A. Chambers, consulting editor. Suzanna Moody, index editor. In association with the University of Minnesota. New York: Bowker, 1979. 2v. \$175 plus shipping and handling. LC 78-15634. ISBN 0-8352-1103-7 (set). V.1: Collections. V.2: Index.

Women's History Sources is a modest title for a monumental reference book. The hefty two-volume set provides bibliographic con-

trol of primary source materials for the history of women in America from colonial times to present. The idea for this "grand manuscript search," as Anne Firor Scott characterized the survey, developed at the 1972 Organization of American Historians. Historians at that meeting expressed the need to have archival sources for the study of women identified and indexed. Inspired by the enthusiastic support for this idea and funded by grants from the National Endowment for the Humanities and the University of Minnesota, the Women's History Sources Survey was begun in 1976.

The information included in this book was gathered by a mailed questionnaire. The mailing list was compiled with the help of the American Association of State and Local History, the National Historical Publications and Records Commission, the National Union Catalog of Manuscript Collections staff, as well as others. In all, more than 11,000 repositories were asked to survey their collections and to identify those that contain "material by or about women's lives or roles." Repositories were asked to complete a questionnaire for each appropriate collection, with some repositories submitting as many as 600 individual collections. Book collections were specifically excluded. The final result of the survey is the description of more than 18,000 collections held by 2,000 repositories.

This incredible wealth of sources is arranged by state and then alphabetically by city. Each collection is identified by the type of record (papers, records, oral history, or phonotape), size, the dates of the collection, and access to it (open, closed, restricted, or partially restricted). If a guide to the collection exists, that is noted. A brief description of the content of the collection is included for each entry.

The index, volume 2 of the set, is exemplary. Names have been checked against standard reference sources and cross-references abound. Subject headings exist for such narrow topics as deaf-blind authors, but broad topics such as diaries and journals also are included.

Although the questionnaire technique of gathering information has resulted in an excellent list, some inconsistencies have naturally resulted from numerous archivists

interpreting what constituted a collection of materials "by or about women's lives or roles." Some archivists probably overlooked collections that might have been listed. There are also some collections listed that are only marginally related to women. The size of collections ranges from multivolume sets of family papers to single items such as the letter from Eleanor Roosevelt stating that her trip to a Civilian Conservation Corps camp was pleasant. Size is measured in many ways (cubic feet, volumes, boxes, rooms, etc.), but this does not cause any real problems.

The real value of *Women's History Sources* is that primary source materials are made accessible to those who are describing and analyzing the lives of women in America. Other reference works, such as the *National Union Catalog of Manuscript Collections*, the *Directory of Archives and Manuscript Repositories*, and its predecessor, *Hamer's Guide to Archives*, provide access to only a small percentage of the collections listed here. Even those collections that are listed may not be identified as women's sources.

Women's History Sources will do much to facilitate the study of women by historians as well as by researchers in other disciplines. Perhaps the existence of this guide will also encourage repositories to collect more sources relevant to women's history. The guide will certainly stimulate women's studies research. Libraries with women's studies collections will want to acquire it.—Janet L. Ashley, *State University of New York, College at Oneonta*.

Radke, Barbara, and Berger, Mike. *Analysis of the 1977 University of California Union List of Serials*. Berkeley: University-wide Library Automation Program, University of California, 1978. 80, 20p. \$7. (Available from: Division of Library Automation, Office of the Academic Vice-President, University of California Statewide Administration, 2150 Shattuck Ave., Berkeley, CA 94720.)

The development of serial union lists in several formats continues to attract fiscal support, and these cooperative efforts face many technical difficulties deriving from the characteristics of serial publication patterns.

The staffs of union list projects need a discussion of specific, common problems to be used as an early-warning device, as a guide to manipulation problems which will trap the unwary, and as a means to demonstrate complexity and consequent cost to administrators. The analysis provided by Radke and Berger accomplishes these goals, and more.

The analysis details the problems and errors found in the 1977 version of the University of California Union List of Serials (UCULS), outlining the negative, and providing, for the most part, only one side of the picture. Radke and Berger identify four major problem areas in the UCULS project: variations in cataloging practice; difficulties in merging nonparallel, machine-readable records produced on variant standards; disparities of CONSER records with local California records; and consolidation problems with the KWOC portions of the numerous files. These problems are not surprising considering that CONSER records were combined with thirty-two California university and college lists, all as of April 1977. Together they included 450,000 holdings for 350,000 serial titles. At the time, the file produced about 300 fiche.

First, the introduction reviews the results of studying the KWOC and its register, lists the steps taken in the study, and proposes several recommendations for improvement. Second, a historical review places the UCULS in context. The third section covers general record and machine problems not surprisingly presented by so many separate files and such a large number of records. Section four outlines a series of recommendations which could alleviate these problems in either the UCULS or in some other union-listing project. The fifth section summarizes specific types of examples needing change. It also implies techniques for improvement. The sixth section examines the UCULS register and its own significant problems. Section seven examines in detail a "worst case," identifying additional problems in merging multi-institutional, machine-readable files.

This analysis of union list difficulties and specifics surrounding them has wide application and should be studied by anyone involved with union lists. The analysis, as a historical document, summarizes develop-

ments in a major union list project and, as such, is a proper part of the literature. The self-examination is honest in pointing to errors and will be of considerable interest and value to other projects. The text is a classic exposition of what happens in the merger of differing machine-readable files.

A few poorly produced charts and the soft paper format bound with plastic strips are all minor when compared with the intellectual content and the contributions this analysis makes to union-listing in general. No one will want to curl up with this in front of a fire, but any union lister will learn from this document and should treat this analysis as a benchmark of what to avoid.—*Neal L. Edgar, Kent State University, Kent, Ohio.*

Gabriel, Michael R., and Ladd, Dorothy P. *The Microform Revolution in Libraries*. Foundations in Library and Information Science. V.3. Greenwich, Conn.: JAI Press, 1980. 176p. \$24.50. LC 76-5646. ISBN 0-89232-008-7.

This informative book starts with a historical sketch of microphotography and an overview of microformats. These first two chapters are very readable and form a convenient setting for what is to follow.

The third chapter, on computer-output-microform (COM), is limited in scope. Prime attention is placed on the role of COM in production of library catalogs and other library activities. The role of COM as a print medium for non-library-generated publications is not discussed. With the diversity of COM applications, the potential for library resources generated by others through COM should have been mentioned.

Serials and monographs in microform compose the fourth and fifth chapters. The serials chapter provides some useful information for libraries converting or considering converting from hard copy to microform. The monograph chapter gets bogged down in a listing of large monographic collections available on microform. The listings are brief and highly selective and probably would have been best if eliminated.

The sixth chapter, "Micrographics and Government Publications," will be of great interest to document librarians. The num-

ber and diversity of government publications available in microform are discussed and examples cited. Again, this listing is not meant to be all-inclusive but representative. This chapter does not address some of the problems with document microforms, such as lack of quality control, which has caused at least some nonacceptance of this format by documents librarians.

Acquisition of microform and equipment for its use are the topic of Chapter 7. This chapter pulls together from several sources some guidelines for evaluation of microforms and equipment. The variety of sources for reviews of microforms and equipment are of prime interest to librarians and are well covered here. In addition, a select listing of micropublishers is included. This section could have been improved by the inclusion of some guidelines to use in considering the conversion from hard copy to microform or for selection of microform initially.

The eighth chapter reports some research findings on the comparison of hard copy and microform. Unfortunately, this interesting chapter is buried in the book. The readability of microforms has received so many derogatory comments that it is encouraging to see quoted readability studies favorable to microforms.

The last chapter deals with setting up a microform facility. This chapter would have been enhanced with a discussion of centralized versus decentralized facilities. Guidelines for either type of facilities and floor plans would also have been helpful.

Overall, this book represents a consolidation of material, possibly difficult to identify, and a helpful discussion of problems common to microforms. This book should be read by both practicing librarians and library school students. A useful glossary is included. Because of the specifics included, this volume will become obsolete quickly although it provides a good statement of the current status of microforms in libraries.—*Helen R. Citron, Georgia Institute of Technology, Atlanta.*

Maltby, Arthur, and Gill, Lindy. *The Case for Bliss: Modern Classification Practice and Principles in the Context of the Bibliographic Classification*. London: Clive

Bingley; New York: K.G. Saur, 1979. 142p. \$11. LC 79-40590. ISBN 0-85157-290-1.

The authors of this volume try "within some hundred pages, to look at all aspects of the case for Bliss" (p.8). They argue that they are not a "counsel for the defence," but instead strive to describe and assess objectively features of the Bliss Classification (BC). Yet they do love Bliss. The volume, actually 142 pages, is divided into two sections. The first, written by Maltby, is an appraisal of BC 1, the classification devised by Henry Evelyn Bliss (1940), and BC 2, the revision of this classification by J. Mills and V. Broughton that began emerging in 1977. The second section, most of which is written by Gill, is a guide to the use of BC 2, complemented by two chapters on its practical applications in libraries.

The presentation of BC 1, while objective and thorough (forty pages), adds little new to an already well-exposed literature. However, the twenty pages that introduce BC 2 are informative and good reading besides, incorporating personal observations as well as observations culled from current writing. BC 2 is noteworthy for being a faceted general classification, the English edifice corresponding to Colon. It is perceived as having an especially fine order of classes (gradation by speciality, built upon consensus), though the arguments used to establish this perception seem ambivalent as well as metaphysical. It has certain interesting notational features, the most remarkable (and academic?) of which is its retroactivity. It is seen, though not demonstrated, to be a classification that is at once suitable for shelf-ordering and for information retrieval. In weighing the evidence against BC 2, Maltby uses a gloved hand. Acknowledging some problems in the devising of facets for mathematics (there was similar trouble in Colon) and in notational matters, he focuses for the most part on difficulties besetting the administration of the classification, e.g., the continual postponements that have occurred in its publishing, diminished demand for it, and funding difficulties.

The first chapter in Section 2 is a practical guide, replete with exercises and answers, to the use of BC 2. What there is

of this chapter (28p.) is good, but it might well have been longer. A measure of the amount of material to be mastered can be got by looking at the introduction to BC 2, which consists of 113 pages that are more than twice the area of those in this little volume; thirty of them are devoted exclusively to "how-to-do-it."

Two further chapters in this section deal with how one library, Tavistock, reclassified its books using BC 2 and with a survey of thirty supposed BC users. An interesting feature of the reclassification was that books were represented in the classed catalog not only by their (main) class numbers but also by permutations of them. It would have been useful to know what the reclassification project cost. A surprising result of the survey was that not one of the libraries surveyed used BC in a fully orthodox way, but introduced some modification.

Although one of the stated objectives of this volume was to bring together the references to BC literature (p.7), this was done very inadequately; the bibliography contains only six items. The volume would have been further enhanced by the inclusion of a glossary.

In sum, this little volume is lovingly although quickly put together. The authors, as do other classification theorists, seem convinced that Bliss is best, yet sadly they lament its sure and eventual demise. Why, if Bliss is so good, will it not survive? In commenting on this, another author, A. C. Foskett, in his *Subject Approach to Information* (p.339), suggests that we live in a harsh world and success goes to the successful and not to the deserving.

What's in a point of view? It may be the world does not need an elaborately refined classification system. User appeal makes for the survival of one method of bibliographic organization over another, and if there is not much difference in the appeal made by different classifications (some research results suggest this), then is it not reasonable that the kudos should go to the classification that is most efficient, economically, to promulgate and maintain? Is it not specious to suggest that the laws of natural selection do not apply to classifications?—*Elaine Svenonius, University of Denver, Denver, Colorado.*

Whitehall, T. *Personal Current Awareness Service: A Handbook of Techniques for Manual SDI*. British Library Research & Development Reports, No. 5502. London: British Library, 1979. 119p. £7. ISBN 0-905984-43-9. ISSN 0308-2385. (Available from: Publications, British Library, Research and Development Dept., Sheraton House, Great Chapel St., London W1V 4BH.)

T. Whitehall has presented a well-organized and detailed guide to the personal current awareness service that depends on the scanning of the accessions of a library in a particular subject area. The methods employed in this study are literature search and interviews conducted in academic, special, and public libraries.

The report begins with an introduction in which the value of current awareness service in general and selective dissemination of information (SDI) and its application in particular are considered. Components of an SDI service are also discussed. After examining the place of SDI among other current awareness techniques, promotion of an SDI service, and the setting up of an SDI service, the author analyzes a wide variety of approaches to manual SDI. The approaches to manual SDI were discovered, with librarians, subject specialists, and project workers functioning as scanners. The author does not ignore other current awareness techniques, including computerized SDI, which is discussed rather briefly. Profiling, scanning, and notification techniques are described in detail. Production system for SDI, quality control of SDI, and management of an SDI service are also considered.

At the end of the report are a bibliography and two appendixes, the first on the idea of a core literature and the second on the details of the investigation. The bibliography presented is not very extensive; however, by dividing the bibliography into five parts based on the subject matter the author has enhanced its utility. Researchers interested in manual SDI would find the second appendix of particular interest. The questionnaires presented in this appendix are pertinent as well as extensive.

The only fault with the report is that it ignores the question of cost. The author

wants to give greater attention to the "value" of a system than to its cost. Details on cost, however, would have enhanced the practical value of this guide.

Notwithstanding this obvious shortcoming, the report makes a significant contribution to the field of current awareness. While the report would be useful to the currently existing SDI systems, those contemplating to start manual SDI would find it especially useful.—*Priya Rai, Central Connecticut State College, New Britain.*

Grogan, Denis. *Practical Reference Work*.

Outlines of Modern Librarianship. London: Clive Bingley; New York: K. G. Saur, 1979. 144p. \$10. LC 79-41109. ISBN 0-85157-275-8.

This slim volume is precisely what the title indicates, a concise introduction to the practical aspects of "doing" reference. The author goes to great lengths in his preface to state the limitations of the work, and he does not pretend to offer the comprehensive discourse in theory or bibliography that is done better elsewhere. Specifically aimed at the student of reference, the book contains a tightly arranged and readable survey that includes references to many acknowledged authorities and the results of specific studies on a wide range of subjects. The original sources are adequately represented in chapter bibliographies as well as a brief general bibliography.

The author is liberal with examples. He illustrates the routine questions and circumstances a potential public service librarian is bound to confront. He obviously views librarianship as a humane profession and says so often. He dwells on personal attributes and responses to the varied needs of questioners. He attempts to provoke concern for the individual, and he reminds us of the things that should be obvious to service-oriented professionals—things such as attitude, approachability, and if not a smile, at least not a frown—things which are often forgotten among loftier concerns.

The author documents his materials well. He provides historical perspective in the development of service and integrates computer capabilities into the reference environment easily and naturally.

One basic argument is alluded to fre-

quently: the degree of assistance to be called "reference." Do we do it for them, or do we teach them to do it for themselves? While advocating "maximum" service the author recognizes the teaching aspect of day-to-day reference. He prefers that in practice we do whatever is required to answer the question, and then some. His common sense view is to do what the situation calls for. This reviewer likes this book, partly because he agrees with its pragmatic philosophy, but also for such statements as, "Man has forgotten more than he has remembered and lost more than he has recorded. A large amount of research involves trying to find it again."

The bibliography might be more complete, but major writers are represented and, of course, similar lists abound. A good, workable index is included.

Reference students and librarians needing a refresher will find this a useful and thought-provoking book.—*James F. Parks, Millsaps College, Jackson, Mississippi.*

The Future of the National Library of Canada. Ottawa: National Library of Canada, 1979. 88, 93p. Free. ISBN 0-662-50628-6. Text in English and French, each with special t.p. and separate paging. French text on inverted pages. (Available from: National Library of Canada.)

Among the august company of national libraries, the National Library of Canada is a mere youth, having celebrated its twenty-fifth anniversary less than two years ago. During its short life it has grown from a staff of 14 with a total budget of \$76,600 to a staff of 490 with a budget approaching \$15 million.

This report on the role of the National Library is the culmination of three years of intensive study and review of past achievements and an effort to define the needs and directions of the future. The report begins with a summary of the results of this study—eleven recommendations for organization and development. The remaining pages are an effort to support these recommendations.

In theory it is difficult to argue with these goals and objectives. The library does need better funding; the retrospective collection

should be strengthened to meet research requirements; the acts of Parliament governing the library and related services need clarification; more space is needed; and, finally, it is not unreasonable to suggest that the nation's printed documentation should be under the jurisdiction of its national library.

Unfortunately, the National Library of Canada has not yet earned the full confidence of Canadian librarians nor of the general public. Too often the grand designs have become lost in a maze of studies or been pushed further and further into the future with few signs of fruition.

The recommendations destined to stir up the greatest controversies are those concerning the National Map Collection (now part of the National Archives) and the Canada Institute for Scientific and Technical Information (CISTI). For more than seventy-five years before the creation of the National Library, functions which might normally have been considered part of its mandate were performed by the National Archives. The development of the National Map Collection is a case in point. It functions well, its staff is active in the creation of international bibliographic and cataloging standards, and it fears disruptions and delays if the collection becomes part of the National Library.

The collection and dissemination of scientific information in Canada has for many years been carried out by CISTI under the jurisdiction of the National Research Council, a Crown Corporation. It has developed a comprehensive scientific collection, a sophisticated computerized information service, and it provides prompt service and documentation to all parts of the nation's scientific community. It is a service far beyond that which the National Library has managed to provide in the humanities and social sciences, yet the report recommends that CISTI become part of the National Library and report directly to the national librarian.

In discussing Canada's research resources and the need for networking, the report downplays the efforts already made when it states: "The benefits of cooperation on a provincial or regional basis have been explored in a preliminary way by the Ontario

Council of University Librarians, the Conseil des Recteurs des Universités du Québec, the Association of Atlantic Universities and the Librarians of Western Canadian Universities, including those of British Columbia." Their efforts have gone far beyond the preliminary stages. Ontario and Quebec libraries have been sharing cataloging records, trying to rationalize collections, and running a daily interlibrary loan delivery service for the better sharing of collections since 1974. What the National Library needs to do is find a way to link these networks, not ignore them and start again. Networking in Canada faces two major problems that cannot be ignored: a small population and an immense geographical area. These make regional developments all the more important.

The National Library must first prove to the nation that it is capable of providing reliable service and leadership in those areas that have been its responsibility for nearly three decades before demanding the control or abolition of services that already operate efficiently.

The report is followed by several appendices, including a somewhat idealistic outline of a Canadian library network as envisaged by the National Library; the text of the National Library Act; an organization chart for the library; and several tables of budgets and expenditures for various types of libraries across the country. Finally, there is a three-page bibliography of relevant materials.

The report will be the subject of much discussion by Canadian library groups and

in government circles in the coming months. It should lead to a critical examination of the reasons why librarians and researchers across the country are still so skeptical of the library's abilities.—*Dorothy F. Thomson, University of Ottawa, Ottawa, Canada.*

Manheimer, Martha L. *OCLC: An Introduction to Searching and Input*. New York: Neal-Schuman, 1979. 64p. \$8.50. LC 79-23985. ISBN 0-918212-38-3. (May be purchased for classroom use at \$4.95 each, minimum order five copies.)

With more than two thousand libraries in fifty states employing the services of OCLC for cataloging and interlibrary loan, publications that offer guidance in using the system are always welcome. OCLC provides its own documentation, of course, and with the publication of *On-Line Systems* has greatly improved the organization and method of updating its material. As the bibliographic utility has expanded and refined its services, however, the size and complexity of the documentation has increased and can appear overwhelming to the novice.

OCLC: An Introduction to Searching and Input answers the need for a concise, simplified manual for the person unfamiliar with the OCLC system. Martha L. Manheimer, an associate professor of library science at the University of Pittsburgh Graduate School of Library and Information Science, demonstrates a thorough knowledge of her subject and considerable expertise in presenting it. The purpose of her book as stated in the introduction is ". . . to pro-

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vide students in library schools and practitioners in the field with a practical introduction to the mechanics of bibliographic searching, card modification and input to OCLC." The manual has been designed for independent use but could also be used as a text for group instruction. An introductory section includes a list of documents to be used in conjunction with the manual and a very brief description of the OCLC system. The major portion of the text is devoted to eleven exercises designed to develop the skills necessary to search the system and to manipulate and input records.

The exercises on card modification and input are quite well done. The instructions for operating the terminal and editing the record are clearly stated, and the practice examples provide a step-by-step introduction to the elements of a machine-readable bibliographic record. The searching exercise is also well presented and covers most of the approaches to accessing the data base; however, I believe that it is not comprehensive enough. When technical material is simplified or condensed, there is always the danger that necessary information will be omitted. For example, there is no mention of characters to be included, excluded, or substituted; no special rules are given for searching the United States, United Nations, and Great Britain; nor is the use of the circumflex in constructing a search key mentioned. Use of the ISSN for searching should have appeared in this section rather than in a later exercise, and the list of stop-list terms should have been included.

These omissions may have resulted from the fact that the author tried to cover too many topics in a relatively short work, rather than concentrating on the three areas indicated in the title. Exercise 6, for example, which deals with the verification of information on member input records, requires the reader to use classification schedules and *Library of Congress Subject Headings* and to modify the record according to ISBD-M. Such activities surely lie outside the scope of an introductory manual on use of the OCLC system.

The book would have been strengthened by the addition of a comprehensive glossary. Some exercises do begin with a list of terms, but they are often incomplete. Other

exercises incorporate the terms in the text, making it difficult to refer back to them. Definitions for some terms are entirely lacking and must be inferred from the examples or found in OCLC documents.

Despite its flaws, the author has produced a useful little manual. She has clarified and illustrated the techniques for using OCLC and succeeded in her stated objective of introducing the beginner to the system. Students and library personnel both should find it helpful.—*Mary C. Hall, State University of New York, College at Buffalo.*

ABSTRACTS

The following abstracts are based on those prepared by the ERIC Clearinghouse on Information Resources, School of Education, Syracuse University.

Documents with an ED number here may be ordered in either microfiche (MF) or paper copy (PC) from the ERIC Document Reproduction Service, P.O. Box 190, Arlington, VA 22210. Orders should include ED number, specify format desired, and include payment for document and postage.

Further information on ordering documents and on current postage charges may be obtained from a recent issue of Resources in Education.

Computer Output Microform (COM) Catalog Requirements for the Virginia Commonwealth University Libraries. By Robert L. White. Virginia Commonwealth Univ., Richmond. 1979. 78p. ED 175 472. MF—\$0.83; PC—\$6.32.

Generated as the result of the deliberations of the COM Catalog Advisory Work Group, which depended heavily on a review of the available literature, individual analysis, and group discussion, this report is intended as a general planning document for Virginia Commonwealth University libraries concerning their possible implementation of a COM (computer output microform) catalog. Attention is given to the advantages and disadvantages of a COM catalog, building a library date base, strategies for conversion, closing the card catalog, COM catalog format and frequency of update, film type and format, and problem areas. Special importance is placed on listing the following types of requirements for a COM catalog: general, bibliographic records, film format, and microform readers. In addition, recommendations for dealing with potential problem

areas are presented, as well as a general implementation schedule.

Education Reference Department Book Collection Policy. By Charles T. Taylor. California State Univ., Long Beach. 1979. 38p. ED 175 476. MF—\$0.83; PC—\$3.32.

This handbook is intended to provide guidance to librarians in the collection development of book, nonbook, and media materials for education through analysis of collection policies for specialized, nonprint material, text, juvenile literature, and reference collections. Policies for each area are analyzed with regard to purpose, clientele to be served, budget, scope of subjects and types of materials to be collected, and the level of desired development. Within the basic guidelines provided, analysis is made of the collections of the Education Reference Department, School of Education, California State University, Long Beach, for which the general collection development policy and budget are outlined.

Bibliographic Instruction Objectives. By Mary M. Huston. Univ. of Illinois, Urbana. 1978. 15p. ED 176 715. MF—\$0.83; PC—\$1.82.

The objectives presented define the basic information required of a student operating in the library system of the University of Illinois at Urbana-Champaign. These statements of objectives are intended to provide a tangible framework for all public service personnel in the Undergraduate Library, and their various components can be coordinated to achieve three designated goals based on the premises that the average college student is unaware of most available bibliographic sources, that the library is a highly complex information system, and that the library staff should address itself to the coordination of library and classroom instruction. The first goal is to foster the student's comprehension of the total library system, and it involves library instruction in library organization, the card catalog, the shelflist, the serial record, and the Library Control System. The second goal entails making the student aware of services offered by the Undergraduate Library, such as reserves, media centers, reference, bibliographic instruction, and circulation. The third goal, that of alerting the student to the wide variety of available informational resources, is concerned with his or her exposure to reference books, monographic literature, periodical literature, government publications, newspapers, reference services, and referrals.

The First Soviet-American Library Seminar: A Summary. By Murray L. Howder.

1979. 7p. ED 176 717. MF—\$0.83; PC—\$1.82.

The first Soviet-American library seminar provided general comparisons and contrasts, similarities and dissimilarities, between Soviet and American libraries, and stressed the differences in understanding library terms, the need for long-range planning, demographic changes and their effect on library services, and library automation. An introductory session outlined procedures to be observed and presented representatives of the host organizations. Opening presentations described the library as a "multimedia catalog of many civilizations" and noted the collaboration between the USSR and the United States in the library field. During formal afternoon sessions, presentations from the Soviet representatives discussed development and planning in Soviet library systems, library statistics, the role of the national library, the role of libraries in the satisfaction of the information needs of specialists, the network of children's libraries, and training of librarians. For related documents see ED 176 718-ED 176 723.

New York State Library Data Base Users Manual. New York State Education Dept., Albany. 1979. 31p. ED 176 729. MF—\$0.83; PC—\$3.32

This manual is intended to provide users with a description of the information required by the New York State Library to adequately process a data base search. Sections cover computer searching, what it is and what its advantages are; topic suitability; turnaround time for receipt of a data base search; cost of searching, receipt of citations; and Boolean logic.

Organizing and Managing a Library Instruction Program. Checklists. By Anne Roberts. Assn. of College and Research Libraries, Chicago, Ill. 1979. 35p. ED 176 731. MF—\$0.83; PC—\$3.32.

Intended to help academic librarians with practical information useful in the development of their own programs, these twelve checklists cover appropriate segments of the academic library instruction program; (1) elements of a model library instruction program; (2) assessing student needs; (3) assessing classroom instructor interest in bibliographic instruction through an interview; (4) assessing the dean's interest in bibliographic instruction through an interview; (5) administering a program; (6) developing objectives; (7) instructional modes; (8) developing instructional materials; (9) program to teach librarians how to teach; (10) evaluation of a program; (11) gaining and maintaining collegial support within the library;

and (12) gaining and maintaining institutional support.

A Plan for Library Support of Off-Campus Continuing Education Courses. By Gerard B. McCabe and Connor D. Tjarks. Virginia State Council of Higher Education, Richmond. 1979. 64p. ED 176 733. MF—\$0.83; PC—\$4.82.

Based on cooperation of public and academic libraries, the basic plan for library support of off-campus continuing education credit courses presented in this report provides for outright donation or long-term deposits of library materials by libraries of teaching institutions to host libraries, usually public libraries located in areas where courses are being taught; it is intended for the libraries in the Richmond area. Included are narratives of site visits that were made to libraries in North Carolina, Virginia, Louisiana, Mississippi, Alabama, New York, Pennsylvania, and Iowa, as well as a summary of telephone conversations with librarians with continuing education responsibility in Maryland and Pennsylvania.

Subject Index to Collections in the Microforms Section. Comp. by Jack E. Pontius. Univ. Libraries, Pennsylvania State Univ., University Park. 1979. 129p. ED 176 747. MF—\$0.83; PC—\$9.32.

This document is a subject index to the microform (microfilm, microfiche, superfiche, COM, micro-opaques) collections of the Pattee Library of Pennsylvania State University. Collections are listed under both general and specific subject headings and are identified by main entry, title, and microform call number.

Computerized Literature Searching: An Orientation for the Search Requestor. By Emily Fabiano. Graduate School of Education, Rutgers, The State Univ., New Brunswick, N.J. 1979. 39p. ED 176 777. MF—\$0.83; PC—\$3.32.

Developed to orient the information seeker to the computerized literature search process, this guide provides background information to help the user facilitate the search interview and the formation of a search topic, enabling him or her to focus on personal search needs and not on the fundamentals of on-line searching. Major purposes for which researchers have made requests to retrieve on-line information are described, as are types of search objectives and instances in which a manual search may be effective. To aid the searcher in choosing the proper data base, the differences between kinds of data bases, their locations, and methods of determining their appropriateness are outlined. It is suggested that

the searcher define the research problem by recognizing concepts and using a thesaurus. This guide also explains the principles of Boolean logic, presents a sample search, and considers such details as deciding the format of the output or citations requested from the system, estimating the cost of the search, and judging whether the turnaround time from search to receipt of information is affordable.

Development of a Responsive Library Acquisitions Formula. Final Report. By Glyn T. Evans and others. Central Administration, State Univ. of New York, Albany. 1978. 107p. ED 176 779. MF—\$0.83; PC—\$7.82.

The major accomplishments in the development of a management system for academic library collection development were (1) the development of translation tables that express HEGIS (Higher Education General Information Survey) taxonomy terms as sets of LC (Library of Congress) class numbers; (2) the use of these tables to compare library acquisition, institutional administrative data, and book publishing data and to treat them as components of a library management system; (3) the development of computer programs to build and maintain the tables, isolate and analyze the data, and prepare a series of reports that together comprise the library management information system; and (4) the establishment of a process by which libraries and institutions can analyze their data. The attempt to develop quantitative components that would be included in a proposed acquisition formula failed, although the structure of the formula appears to be validated.

Helping Students Make the Transition from High School to Academic Library: A Report on a Study of Selected Library Instruction Programs in Massachusetts. By Joyce Merriam. 1979. 20p. ED 176 783. MF—\$0.83; PC—\$1.82.

Findings, observations, and recommendations resulting from a study of existing library instruction programs in secondary schools throughout Massachusetts are presented. Thirty-one school systems identified as feeder schools for the University of Massachusetts at Amherst and eight smaller schools were visited to collect information that would assist in finding ways to help students make the transition from high school to academic library. Data gathered from each school library included school enrollments, library resources, library instruction materials, descriptions of instructional programs, and a wide variety of related materials. The findings assess the nature and effectiveness of the typical high school and university library instruction program. General

observations deal with problems affecting the success of skills programs, such as teacher apathy, fragmented instruction, lack of continuing instruction, and student confusion. Recommendations suggesting program changes are provided.

Better Information Management Policies Needed: A Study of Scientific and Technical Bibliographical Services. Comptroller General of the U.S., Washington, D.C. 1979. 74p. ED 179 191. MF—\$0.83; PC—\$4.82.

This report discusses the management of scientific and technical bibliographic data bases by the federal government, the existence of overlapping and duplicative bibliographic information services, the application of cost recovery principles to bibliographic information services, and the need to manage information as a resource. Questionnaires were sent to thirty-eight information centers in various federal departments and agencies. Data analyzed in this report are based on responses received from 415 of the 650 users of these information centers who were sent the questionnaire querying their information requirements, the level of satisfaction with center services, and value to them of the information acquired. It is recommended that the director of the Office of Management and Budget establish policies on cost recovery and require agencies to implement those policies, require agency heads to certify that funds requested to develop or operate bibliographic data bases will not be used to duplicate services available elsewhere, direct each agency to designate a senior official responsible for information management, and establish an interagency coordinating committee for information management.

COLUG: Chicago Online Users Introductory Guide. Edited by Alexandra L. Moore and Sharon R. Pyrcce, Chicago Online Users Group, Chicago, Ill. 1978. 48p. ED 179 204. MF—\$0.83; PC—\$3.32.

Intended to serve as an introduction to on-line searching in the Chicago area, the guide answers these questions for those considering going on-line for the first time: what is on-line searching starting out on-line, local training for on-line searching, how to choose a terminal, 1,200 baud equipment selection, how to prepare for and evaluate a search, patent searching, and how to choose data base guides and thesauri. Included are a guide to the literature; the results of a survey of Chicago on-line users, detailing their experiences and recommendations on training, equipment, and search aids; and a directory of experienced searchers to contact locally for help.

OTHER PUBLICATIONS OF INTEREST TO ACADEMIC LIBRARIANS

Allard, Dean C.; Crawley, Martha L.; and Edmison, Mary W. *U.S. Naval History Sources in the United States.* Washington, D.C.: Naval History Division, Department of the Navy, 1979. 235p. LC 79-600070. (Available from: U.S. Govt. Print. Off., Washington, DC 20402, Stock No. 008-046-00099-9.)

Alternatives in Print: An International Catalog of Books, Pamphlets, Periodicals and Audiovisual Materials. 6th ed. Compiled by the Task Force on Alternatives in Print, Social Responsibilities Round Table, American Library Assn. New York: Neal-Schuman, 1980. 668p. \$39.95. LC 76-54384. ISBN 0-918212-20-0.

American Library Laws. 4th ed. Third Supplement, 1977-1978. Alex Landenson, editor. Chicago: American Library Assn., 1979. 240p. \$15. LC 73-14863.

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"Bio-bibliographical essays on 99 American writers, journalists, editors, and publishers."

Appel, Marsha C. *Illustration Index.* 4th ed. Metuchen, N.J.: Scarecrow, 1980. 458p. \$22.50. LC 79-26091. ISBN 0-8108-1273-8. With more than 13,000 entries and more than 25,000 citations, the volume is a guide to photographs, paintings, drawings, and diagrams appearing in major periodicals from 1972 to 1976.

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Association of Specialized and Cooperative Library Agencies. Standards for Library Service to the Blind and Physically Handicapped Subcommittee. *Standards of Service for the Library of Congress Network of Libraries for the Blind and Physically Handicapped.* Chicago: American Library Assn., 1979. 72p. \$4.50. LC 79-22963. ISBN 0-8389-0298-7.

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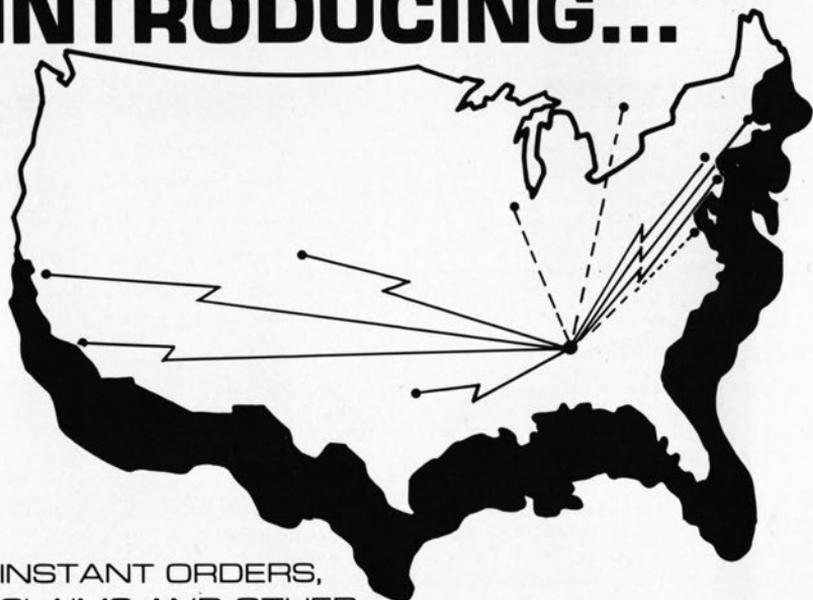
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