

and Greece, to fifty-three titles in the case of Germany. Criteria for selection seem vague when, for example, *Letopis' Periodicheskikh Izdaniï SSSR* (1950/54- ) is included, but *Periodicheskaia Pechat' SSSR* (1917-1949) and *Russkaia Periodicheskaia Pechat'* (1702-1917) have been omitted. It is difficult to understand the selection of such general sources as *Willing's European Press Guide* and *Willing's Press Guide* when other valuable sources are omitted.

Of the 307 titles included, 56 percent were found in Winchell's *Guide to Reference Books*. Several of the publications were located in Walford's *Guide to Reference Material*, White's *Sources of Information in the Social Sciences*, and Wynar's *Guide to Reference Materials in Political Science*. Since specialists will be familiar with many titles and will have other bibliographic sources available, the audience for this publication is limited. Librarians will continue to rely on the standard bibliographies. The number of textual errors suggests caution in accepting the bibliographic information without further verification.

One entry, *Subject Index to Periodicals*, illustrates several of the types of errors which recur throughout the work. Under "Frequency" the following statements are made: "Yearly volumes with author index and list of periodicals indexed from 1926 on. The author index has been discontinued. Since 1954 a quarterly." According to Walford and Winchell, the volumes have not had an author index since 1926, and since one statement negates the other, the annotation is unclear. Under the "Notes" section this statement adds to the confusion: "Subject arrangement in alphabet [sic]; separate author index." Another statement in this section repeats that the publication has been a quarterly since 1954. The following statement indicates a lack of careful revision and proofreading: "In 1962 it has been [sic] superseded by the *British Humanities Index*." Paying the first installment on one of the standard bibliographies would be a better investment.—Mrs. Angela Poulos, Bowling Green State University.

**Information Storage and Retrieval Systems for Individual Researchers.** By

Gerald Jahoda, N.Y.: Wiley-Interscience, 1970. 135p. \$8.95.

This book, the most recent addition to the Wiley-Interscience Information Science Series, is intended primarily for the use of researchers in any subject field who want to organize their personal or office collections of documents into some manageable system. Throughout, "documents" is taken in its broadest sense to include any kind of graphic storage of information. Most of the discussion is directed toward imposing a system on collections which range in size from several hundred to about 10,000 documents, which will be a live and growing collection for at least five to ten years in the future.

Having thus defined his audience, Jahoda examines the functions of an index and the fundamentals of how any indexing system works, pointing out several approaches to the problem of information storage and retrieval. The major part of the book deals with index variables (e.g., pre- versus post-coordinated indexes, specificity, vocabulary control, depth, types of access points) describing each of them and then commenting on the costs and benefits of each possibility, both in terms of the time required to index, clerical time, equipment costs, and so on. However, like the rest of the literature in the field, very few hard cost figures are given. A little attention is given to index evaluation and most of this is of a subjective nature with the matter of relevance generally set aside, although the trade-off relationship between recall and precision is explained.

Major types of indexes including conventional, coordinate, KWIC, and citation indexes, as well as some less common ones, are discussed in detail. In each case the basic attributes of the indexing system are identified, the mechanics are explained, and occasionally case histories of the use of such an index are given. After a summary of major advantages and disadvantages of each scheme, the names and addresses of equipment suppliers are listed.

The most novel and potentially the most useful chapter of the book is that which will help a researcher determine which of the indexes described will best fit his needs.

This is accomplished by the use of a flow-decision chart which asks some very specific questions; for example, if the answer to the question "Searches for single or a few good documents?" is "yes," the researcher is advised to consider the index with the least input cost; i.e., a minimum index. Likewise, a dozen other questions are asked and the appropriate indexes are suggested.

A final visionary chapter deals with an on-line system which can potentially allow many individuals to access other researchers' personal collections if problems of privacy and the necessary economic support for research can be overcome.

The book is designed for a layman in information science and is a good self-contained introduction to indexing; however, for a person interested in more depth, bibliographies are provided. The book, in spite of its title, should have real usefulness to any person who wishes to index a small special collection, such as local history or personnel files. Finally, because of the wide-ranging view of indexing systems, it should prove to be a useful survey text for students of indexing.—*Charles M. Conway, Rutgers University.*

***Education for Librarianship: Report of the Working Party.*** NEW ZEALAND.

The Working Party on Education for Librarianship. Wellington, 1969. 70p. \$NZ 1.

On May 30, 1969, the New Zealand Government, with some gentle nudging from the New Zealand Library Association, set up a five-man working party to report to the Minister for Education "on the present facilities employed in education for librarianship and on any changes deemed necessary for fully effective provision for the library needs of New Zealand having regard for available resources and the cost of alternative measures. . . ." Two of the five were librarians, W. J. McEldowney of the University of Otago and T. B. O'Neill of the National Library; D. C. McIntosh, Deputy National Librarian, served as secretary. After twenty formal meetings, visits to libraries and the New Zealand Library School, and consultations with many bodies

and individuals, including Lester Asheim of ALA who was visiting the country, the working party delivered its report on September 30.

The past history of education for librarianship in New Zealand is well covered by McEldowney in *Library Trends* (October 1963). The present survey finds four major deficiencies existing—no facilities for advanced study and research, no catering for school librarianship, no provision for continuing education, and no review board to monitor existing courses and advise on new ones needed. The Library School in Wellington is considered inadequate to remedy this situation. This is not a reflection on the caliber of the School, rather it is recognition that its present administration as a division of the National Library is no longer appropriate.

For the future, the working party recommends the creation of a New Zealand College of Librarianship as an autonomous body linked closely with the Victoria University of Wellington. This might lead to an M.L.S. degree awarded by the University to graduate students. The report is less clear on its proposals for nongraduate students and school librarians, although it feels both groups should receive their education at this new College. This amount of centralization is probably desirable in a small country (population 2½ million) but this very issue of size raises the question of whether there is real justification for creating a separate structure of administration in an independent institution.

The working party seems to have been very much influenced by the success of the College of Librarianship Wales at Aberystwyth. But is this large-scale operation really transferable on a smaller scale to Wellington? And can quality full-time staff totaling "10 or 11" be found to operate the proposed programs at all levels of teaching and research? No disparagement of the quality of the domestic librarians is implied, but it is to be hoped that the "10 or 11" can receive overseas experience to broaden the necessarily limited New Zealand professional background. Both of the present senior lecturers have taught in the U.S. (at Pittsburgh) which is an encouraging sign of the recognition of this need.