

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.

Summing up, this is a stolid, workmanlike presentation, lacking any innovative approaches to library education, but with some definite implications for a changed future which are worthy of consideration by the government's Library Advisory Council which the report proposes should be established.—*Norman Horrocks, University of Pittsburgh.*

***The Undergraduate Library.*** By Irene A. Braden. Chicago: A.L.A., 1970. 158p. (ACRL Monograph no. 31). \$7.50.

The appearance of Miss Braden's book, the first full-length study of its subject, will be greeted with delight by a large number of academic librarians. By now, over 40 large U.S. and Canadian universities have separately housed undergraduate libraries in actual operation, under construction or in some stage of planning. Still other libraries—teetering on the brink of presenting their campus administrations with temptingly convenient undergraduate library packages of their own—are closely following developments of this recent trend. In some quarters, doubts about the universal efficacy of this panacea at today's multi-university are beginning to surface. Obviously a time for stocktaking is at hand: this year, undergraduate libraries were the topic of a major meeting at ALA in Detroit and even a separate summer institute in San Diego. While the need for this work clearly exists, its execution hardly rises to the level of excellence its timely subject matter warrants.

Accepted in 1967 as her doctoral dissertation at the University of Michigan, *The Undergraduate Library* contains an introductory statement of the problem, followed by six essays devoted to the undergraduate libraries at Harvard (opened in 1949), Michigan (1958), South Carolina (1959), Indiana (1961), Cornell (1962) and Texas (1963). In uniform format for each are given the historical and financial background, the description of the building and its furnishings, the development and character of the collection (the general collection, reference, reserve), the services (reference, circulation, reserve, special and

technical services), and the staffing and library use. A concluding chapter brings together the data and makes comparisons and evaluations. Her findings:

The undergraduate library has provided a more efficient and satisfactory service to the undergraduate—and has at the same time improved the service of the central library to graduate students and faculty by relieving the central collection of undergraduate service. This method of providing expanded and improved library service has blazed a new path on the frontier of library service—one which many more libraries will eventually follow. (p. 150)

The wealth of useful narrative detail, especially the historical antecedents, will intrigue those (like myself) engaged in preparatory work on a forthcoming undergraduate library. The book is well illustrated and the figures are helpful. Its peculiar topical arrangement, however, can be tedious and leads to unnecessary repetition: information on course reserves, for example, crops up under collections, services, library use and so on.

Rich though the book may be in the accumulation of certain categories of fact, these are incompletely assimilated—seemingly frozen in the semidigested state established by her original questionnaire/interview approach. Much is lost by her single-minded focus on the undergraduate library building and its contents. I feel that insufficient attention is paid to the unique academic and physical context within which each of the six facilities is located. I submit that the nature of the curriculum and prevailing patterns of instructional technique are crucial. Similarly significant is the overall configuration and the dominant mission of total campus library service. To speak of Cornell's Uris Library with virtually no mention of its great Mann Library is to neglect a salient dimension. The role of residence hall libraries is ignored; yet, trivial as these are at one campus, they are vital at another. Little mention is made of enrollments until the concluding chapter. Yet are we not comparing an institution that ostensibly serves Harvard's few and Michigan's many?

Miss Braden bases her data and conclusions on site visits and on interviews conducted only with undergraduate librarians