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An up-to-date treatment of all aspects of the administration of a university library is provided for librarians, other academic personnel, and library school faculty and students in the recently published *University Library Administration*. Written from the point of view of the library director by Rutherford D. Rogers, Yale University Librarian, and David C. Weber, Director of Stanford University Libraries, the text deals with the full range of administrative issues and problems that affect the essentials of library operation, service to its clientele, policy determination, program planning, financial support, and relations with faculty, student, university officials, and the community.

*University Library Administration* is not a historical study of the development of university libraries; rather it concentrates on problems of the late 1960's and anticipated problems of the 1970's. At the same time, it is a practical document, including a number of specific statements of policy or regulations from a variety of universities. The authoritative information contained in *University Library Administration* can be applied by librarians of college and research libraries, as well as university libraries. The chapters on personnel, building planning, automation, and organization and communication will be especially useful to public librarians.

An abbreviated version of the Table of Contents, shown on this page, which indicates only the main chapter and section headings of the book, reveals that virtually every phase of the operation of the modern university library is considered.

*University Library Administration* is illustrated with numerous photographs and charts, and includes eight appendixes. There is a detailed index, and selected references are given at the end of each chapter.


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Abstracts
Manuscripts of articles and copies of books submitted for review should be addressed to Richard M. Dougherty, editor, College & Research Libraries, School of Library Science, Syracuse University, Syracuse, New York 13210. All articles submitted must be accompanied by an abstract of from 75 to 100 words in length. Material for the News issues should be sent to Michael Herbison, Casper College, Casper, Wyoming 82601.

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College & Research Libraries is the official journal of the Association of College and Research Libraries, a division of the American Library Association, and is published seventeen times per year—bimonthly as a technical journal with 11 monthly News issues, combining July-August—at 1201-05 Bluff St., Fulton, Mo. 65251.

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The editor of CRL has received more than seventy letters in response to his editorial in the March issue of CRL warning of the possibility of the discontinuance of divisional publications because of budget restriction. The letters are all strongly supportive of CRL and about 95 percent of them also support the continuation of the News. A significant number of the respondents warned that if the journal program is curtailed—not only CRL but other divisional journals as well—there would be no justification for continuing institutional memberships, to say nothing of personal memberships. This vehement response to the possible loss of identity of CRL as a divisional journal is a tribute to the quality of the publication and to the editorial work which goes into maintaining its level of excellence.

However, the issue of the manner of financing ACRL journals is only one aspect of the budget problem vis-à-vis ALA and divisional activities. This frustration, which has been a continuing and developing one, stems from the fact that while the ACRL membership constitutes one of the largest divisions and its members pay the highest average personal dues of any of the divisions, the budget granted to ACRL is not adequate to implement the programs and activities which ACRL sees as its own priorities. One acute example of this over the past two years has been the inability of the Academic Status Committee to move forward with any strength or speed because of its inability to obtain funds both for staffing and for investigations.

This confrontation on the matter of budget between the divisions and the overall structure of ALA, during the period that I have been President-elect and President of ACRL, is but one element in the continuing distress over the organization of the whole association, and has manifested itself in the disquieting conduct of recent Annual and Midwinter Meetings. As my consciousness level about ALA has risen, my sensitivity to the nuances concerning the politics, ego satisfactions, and personal concerns of divisions, committees, round tables, task forces, etc., etc., has intensified to the extent that I have developed two theories about the structure of ALA: one is Railroad Tracks, the other is Alphabet Soup.

The Railroad Tracks Theory: I sense that the parent ALA organization and the divisions operate on two parallel lines, hopefully
both going in the same direction, so that the train running on them is not derailed. I suppose one could say that railroad ties do link the tracks at certain points, but I wonder whether the engineer directing the train has consulted the passengers about their destination? As president of a division, I have discovered that there is no direct involvement of divisions at the ALA Executive Board level in the decision-making and policy-developing process.

The Alphabet Soup Theory: Here we are at the division and committee level with many compound letters—ACRL, IFC, LAD, SRRT—all floating around, not even in a clear bouillon but in a clouded broth, and they do not have the capability of chemical atoms to come together to form molecules. So there we all are, each going our own way, not seeing very clearly.

How do we resolve this situation? Reorganization, of course, is in the minds of all of us and, as ACRL’s officers see it, there are three alternatives: Complete separation from ALA; or one of the two forms of organization proposed by ACONDA—type of libraries vs. type of activities. The question which ACRL members have to ask themselves and answer is: To what extent do they identify with an academic community and wish to retain this as the common bond amongst librarians who work in such institutions; or, are their first interests involved with the varying functions within libraries? The ACRL Board has gone on record as favoring federation by type of library. ACRL membership must now decide and make its wishes known.

Anne C. Edmonds
ALTHOUGH BUILDING THE COLLECTIONS is one of the most important tasks of librarians, comparatively little attention has been given to this aspect of professional work. The system in current use has been practiced for many years with little systematic scrutiny and with little discussion of possible alternatives. This applies to nearly all academic libraries, but the present article will address itself mainly to problems of the smaller institutions rather than those of the major university libraries.

How are books selected for academic libraries? While patterns vary from one extreme to the other, in most institutions both librarians and faculty members participate in building collections. Many problems arise, for while faculty members play a major role in selection, librarians know very well that faculty selection is often of questionable merit. Among the most conspicuous deficiencies are: (1) many faculty members are already overburdened with other duties; (2) some of them lack acquaintance with the world of books; (3) some do not care (the textbook is enough); (4) a few suffer from a constitutional inclination toward laziness; (5) some select books in their own narrow field of specialization without regard for the needs of students; and (6) some believe that only they are capable of selecting. While this list could be extended, these are some of the major shortcomings of reliance on faculty selection. As Danton has pointed out, the faculty member who fails to find a particular item in the library blames not himself or another faculty member for the deficiency, but the library for failing to procure the wanted title.¹

How about librarians? Certainly many of the problems which apply to faculty selection also apply to librarians—lack of time, inadequate acquaintance with books, and laziness. Librarians, however, usually maintain that they are more likely to consider the needs of students, and that they are more concerned about building a balanced collection.

Given an ideal balance between selection by faculty members and librarians, one might expect to develop a reasonably good collection. However, because of the complexities of assembling a complementary library staff and faculty and of maintaining completely harmonious relationships between the two groups, this hope is a virtual impossibility.

Under present conditions the quality of selection in most academic libraries probably leaves much to be desired, but this is not entirely the fault of either the faculty members or the librarians, or even the two in combination. Why? Part of the defect results from the manner in which books get into reviewing journals. This itself has received comparatively little detailed study. The Bowker Annual lists the total number of titles examined in a number of general reviewing journals, but of course

¹ Mr. Massman is director of libraries and Mr. Olson is head of public services at the University of South Dakota.
makes no effort to assess the quality of reviewing nor the duplication of coverage (i.e., whether a particular title received notice in more than one journal). To a considerable extent the editors of the reviewing journal depend upon the publisher to send new works for examination. The editor must then determine whether a particular book is suitable for review in his journal and give the book to a reader who may or may not return his evaluation within the specified period of time. The latter situation is an especially vexing problem regarding reviews in scholarly journals. The specialist to whom the book is sent for examination is often busy with more pressing tasks, and may take six months, a year, or more to read the book, write his commentary, and submit it for publication— if he gets it done at all.

That the current system is haphazard can be illustrated to some extent on the basis of difficulties encountered by CHOICE. This journal farms out reviewing duties to a large number of librarians and faculty members, and the editor himself does not know what will be in each successive issue until virtually the last minute. What appears in each number depends upon copy submitted by reviewers. If the reviewer is dilatory, it may take him three months or six months to send in his report. This is not to blame the editor of CHOICE, for he is at the mercy of his geographically dispersed staff of voluntary contributors. To manage such a task must take an unusual measure of patience and dedication. Nevertheless, even when it works well, the system leaves much to be desired.

Thus, before the librarian has a chance to see the review and before a book receives a printed notice, the book must ordinarily be sent out by the publisher, meet the editor's standards, and await evaluation by the critic selected to review the work. The book review editor himself may reject many items, not because he necessarily questions their merit but because the title does not fall into the subject categories or the type of literature (e.g., scholarly or popular) deemed appropriate for that journal. Because of the way the system works a large mass of literature, then, never comes to the librarian's attention unless he consults a large number of reviewing journals.

How unpredictable the vagaries of reviewing journals are can be illustrated by taking five specific examples. Each of the five titles to be discussed was checked against the Book Review Digest and the Book Review Index to locate reviews. The first two examples are significant titles partly because they are of interest to minority groups. The other three are of value because they deal with certain aspects of higher education. All five books belong in every academic library in the United States.

Which journals reviewed these five books? The first example, published in 1967, was Donald C. Dickinson's Bibliography of Langston Hughes. Because it contains extensive information about one of America's great black poets it is a basic study which is essential for anyone who is interested in the broad sweep of American literature, yet it received a notice only in Nation and Library Journal. The second work, Vine Deloria's Custer Died for Your Sins: An Indian Manifesto, was published in 1969 and was reviewed in America, Best Sellers, Library Journal, New York Times Book Review, Newsweek, Saturday Review, and Time.

The other three books chosen as examples deal with issues that are of primary concern to librarians and faculty members. The first, T. Caplow and R. J. McGee's The Academic Marketplace, discusses hiring practices of institutions of higher learning. It was published in 1958 and was reviewed in Library Journal and the Chicago Sunday Tribune.
The second book, Mark Ingraham's *The Outer Fringe: Faculty Benefits Other than Annuities and Insurance*, was published in 1965 and was reviewed in *Canadian Forum, Journal of Higher Education, Library Quarterly, Science*, and *Teachers College Record*. In this case, as is true for the next item, the subtitle gives a good indication of the content. Mark Ingraham's *The Mirror of Brass: The Compensation and Working Conditions of College and University Administrators* was reviewed by *CHOICE* and by *CRL*.

As already suggested these five items should be available in all college and university libraries, but no single reviewing journal covered all of them. *Library Journal* noted *The Academic Marketplace* but not *The Outer Fringe* or *The Mirror of Brass*. Of the three books just mentioned, *CHOICE* reviewed only the latter. (*CHOICE* was, of course, not yet in existence when *The Academic Marketplace* was published.) Similarly, the *Journal of Higher Education* and *Teachers College Record* reviewed *The Outer Fringe* but not *The Academic Marketplace* or *The Mirror of Brass*. Oddly enough, none of the five journals which reviewed *The Outer Fringe* reviewed *The Mirror of Brass* or *The Academic Marketplace*. Is there any rationale for this, or does it reflect the hazard of chance by which books are reviewed by one or another journal?²

Take a half hour to examine the *Book Review Digest* or the *Book Review Index* and see how many books which are of value to academic libraries are reviewed only by scholarly journals or only by the general journals. Furthermore, see how many books which are of value to academic libraries are cited with only one review in *Book Review Index*. (*The Book Review Digest* normally does not cite titles which received only one review.) If one depends upon reviewing journals as a major source of information for building collections, such an examination may be both enlightening and disturbing to the person concerned about quality selection.

A recent article in *CRL* discussed the reviews of books in seventy-one scholarly journals.⁷ Of the 3,195 titles examined for that article, only about 15 percent received a notice in more than one of the seventy-one periodicals. Thus, 85 percent were reviewed by only one journal. This meager duplication is rather surprising. One would expect far more overlapping within the journals for history or for English, for example, or for any other discipline. Because there is not, however, it is necessary to examine at least several journals for each discipline, and the total number could easily come to seventy-five or more for all the various courses offered in the undergraduate curriculum in most colleges and universities. Even such extensive examinations of reviewing journals still would not assure the appropriate range of coverage—to say nothing about the quality of reviewing.

In discussing the advantages and shortcomings of blanket order plans, comparatively little attention has been paid to the deficiencies of the current system of reviewing new books. A blanket order plan that is handled by a good dealer is probably capable of giving the library more effective coverage of current books than a system of relying upon reviews.

The study of the feasibility of centralized processing in Colorado academic libraries, for example, found that the approval dealer supplied 40.4 percent of the titles reviewed in *CHOICE* during the first year and 45.1 percent for the second year.⁸ The writers suggested that the approval plan needed to improve its coverage because it provided such a small percentage of the *CHOICE* titles.

When the list of 3,195 books examined for the *CRL* article mentioned previously and which received favorable
reviews in the journals was compared with *CHOICE*, duplication approached only 30 percent. Thus the approval dealer mentioned in the preceding paragraph achieved a higher overlap with *CHOICE* than *CHOICE* did with the scholarly journals. When the 3,195 titles were compared with the *Book Review Digest*, duplication approached 50 percent.

Then there are also the general reviewing journals such as *Saturday Review*, the *New York Times Book Review*, etc. In many instances, as an examination of the *Book Review Index* will demonstrate, a book which is significant to academic libraries may be reviewed by only a scholarly journal or by only general journals. Thus to insure effective selection, the library must devise a scheme which will assure adequate selection based on thorough and regular examination of the general reviewing organs as well as a large number of specialized journals which carry reviews.

Under the present system it is extremely difficult to insure the building of first-rate collections. It is, therefore, unfair to place undue blame on librarians for deficiencies in building collections, for the present method is virtually impossible to cope with. The librarian may be doing an excellent job of selecting from those journals which he finds time to read; it is impossible to read them all. To then use the standard procedure of evaluating the collection by checking it against recommended book lists and blaming the librarian if the collection appears to be deficient is affixing blame on a potentially innocent party. Much of the blame might more deservedly rest with the inadequate reviewing system.

A new approach must be found. Although many librarians will object to any suggestion of centralized selection, they should be aware of the fact that publishers and journal editors do a great deal of selecting simply by deciding which works will or will not be reviewed. Over this the librarian has no control.

For a moment, it may be worth examining a few of the major objections to centralized selection. Presumably, the librarian knows his clientele, buys with individual readers in mind, understands their special needs, and is aware of how his people use books. But is there really any documented evidence that librarians (individually or en masse) know their communities as well as they think they do? What constitutes knowing the patrons? Does the opinion of one vociferous faculty member speak for the faculty? To turn to a slightly different area, librarians have strong feelings about whether sets should be classified as sets or whether journals should be classified with books. Is there any substantial evidence that either sets or journals are used more effectively in one way or the other? Is there any “scientific” evidence, in other words, which goes beyond the unsubstantiated assumptions to which we cling so dearly, but which are at opposite points of the issue? Possibly the arguments for local book selection are similar. Possibly the librarian believes he can select more effectively for his patrons than anyone else, but he has no concrete evidence to support his view. Do most librarians select with some shadow of their own image (or the projection of themselves) in mind? Is it possible for the librarian to know what the vast majority of faculty members and students need? The librarian may heed the few whom he knows, but then he should be willing to admit he is doing that and nothing more. Much of the same holds true for selecting for subdivisions of the curriculum. The general content of American history is known; the facts are the same regardless of where American history is taught. One professor may stress the Civil War or immigration, but what if he leaves or if his course is dropped from the
curriculum? It does happen. Furthermore, if a professor or if the entire faculty stresses a particular aspect of American history, the library still needs the important works dealing with other aspects of that subject.

Carried to its logical extreme, the concept of selection for present clientele would necessitate the reorientation of the collection every fall when the new crop of students and faculty members arrives. And what happens when this librarian with his extraordinary insight into the needs of his clients leaves? Will he then be capable of immediately adjusting his extrasensory wave lengths to his new clients at another institution? The contention that the librarian is selecting for particular individuals sounds convincing. However, if the librarian is indeed buying particular titles with the needs of one person in mind, is he placing undue emphasis on the unique needs of an individual at the expense of the common needs of the group? Library users do have unique needs, but on the undergraduate level they have more in common than they have in isolation. This is what the “standard works which represent the heritage of civilization” in the “Standards for College Libraries” is about.10 A well-selected collection of books on American history is good anywhere, and not because it happens to serve a particular group of students or faculty members in Alabama, Alaska, South Dakota, or Minnesota.

This paper argues then that the present system of selection by librarians and faculty members does not produce the quality of collections needed. This is true for several reasons which may be summarized briefly. (1) Smaller libraries cannot rely on Publishers' Weekly, American Book Publishing Record, or Library of Congress proofs lips for selection; for if they do, they are buying blind. (2) Whether librarians like it or not, under the present system the editors of reviewing journals already engage in extensive prejudging (selection by inclusion and by omission) both in determining whether a book will be reviewed and who will review it. (3) In order to insure full coverage of current book production, a large number of current general and scholarly journals must be examined regularly and thoroughly, and few libraries have the staff time necessary to accomplish such a large task.

A practical alternative might be centralized selection on a national basis. The system might work something like this. The Association of College and Research Libraries or ALA's Library Resources and Technical Services Division would manage the program and would hire subject specialists (twenty individuals with backgrounds in different disciplines should be able to insure good coverage) who would examine all new books currently being published and who would decide which books were appropriate for the undergraduate level. Depending upon the volume of book production, the twenty specialists would select a total of about 5,000 books per year. The total number would fluctuate with the quality and quantity of publication each year, but 5,000 titles would be a reasonable number for purposes of discussion. This is admittedly a round figure, based to some extent on research but also based to some extent on conjecture. A more precise figure could be arrived at as a result of more extensive study. Libraries could buy the package, but they could not make any stipulations about what they would accept or reject. They would take all or nothing. No exceptions of any kind would be permitted.

Such a system could have tremendous side benefits. Why no exceptions? By insisting upon a total acceptance of the package, the program could achieve considerable economies. Attempting to tailor selection to the separate libraries would destroy the program before it
had a chance to work, but the package sold to 200 libraries could have tremendous economies of scale. One cataloger using Library of Congress copy could supervise the cataloging of 5,000 volumes (actually 5,000 for 200 libraries equals 1,000,000 books). Complete card sets could be produced with call numbers in place. The circulation card and book pocket could also be included.

The secret of success would be in the processing of 200 copies of the same book at the same time. Producing 200 sets of cards for one title would permit the use of the best equipment and obviously would be far faster and more economical than doing it separately in 200 libraries.

One of the major problems in centralized processing is the matter of exceptions. If the processing center allows exceptions, errors are more likely to occur and every member helps to pay for the specialized treatment because exceptions take time and therefore cost money. (For a good discussion of the problems of centralized processing see the Fall 1966 issue of Library Resources & Technical Services.) Furthermore, the simple matters such as spine labeling and producing circulation cards can sometimes be done more economically in the local library than in the central system. However, if this is done en masse, it can be done more economically.

It is only when the routine can be done en masse and without a long list of exceptions for each participant that the routines can be done more economically in the central system, for only then does automation provide significant advantages. A computer, for example, has an advantage over routine manual operations in libraries primarily when the same task must be performed a number of times. If a particular task needs to be done only one, two, or three times, it is likely that the computer will be an expensive luxury.

It is interesting to note that in her study of centralized processing centers Vann reported that the buyer-librarian was most likely to be dissatisfied with details of processing rather than with cataloging and classification itself—as if the location of the book pocket were the essence of cataloging and usability. Uniform processing for all libraries could ensure a quality product, and it would not cause significant problems for cooperating libraries. It would, of course, mean that all participating libraries would have to accept the same classification scheme, but this should create no insurmountable difficulties either.

How much would such a plan of centralized selection-acquisitions-processing cost? Broken down by category, it might run something like this:

- **Selection**: twenty complementary subject specialists at an average of $15,000 per annum $300,000
- **Cataloging**: one professional (should be on the same level as the subject specialist and his salary could be averaged with that group) $15,000
- **Catalog card sets**, including labor and machine costs: $.10 per set for 200 copies of 5,000 titles or a total of 1,000,000 sets $100,000
- **Processing** including all labor: $.25 per book for spine labeling, circulation cards, book pockets, matching cards with books, etc. $250,000
- **Administration** $35,000
- **Warehouse and equipment**: $3,000,000 amortized over twenty years $150,000

**TOTAL** $850,000

Assuming the average price of books to be $10.00 per title and an average discount of 10 percent per title when purchasing 200 copies of each of the 5,000
titles, the centralized acquisitions system would be able to manage all selection, cataloging, and processing for less than the average $1.00 per copy discount (200 copies of 5,000 titles equals 1,000,000 books at $10.00 per book equals $10,000,000 and a 10 percent discount equals $1,000,000 discount).\(^{12}\) The total cost of 1,000,000 books, then, would be $9,000,000, and the cost of processing would be $850,000. On a per copy basis this would mean $9.00 per copy and $.85 for processing.

Thus the discount would more than cover selection and all processing costs. The library would be able to build a quality collection with the books coming to the library ready for the shelves and the cards ready for the catalog at less than the list price of the book. This in spite of the fact that the cost estimates above are computed at a rate which is probably higher than they would be in an actual operation.

For example, by using Library of Congress copy and offset printing, one worker can easily run 120 cards per minute. Using a more conservative average production of only sixty cards per minute would mean that one person could produce 3,600 cards per hour (600 sets with an average of six cards per set). At $.10 per set this would mean an income of $60.00 per hour. This would allow a generous $.01 for card stock ($36.00 for 3,600 cards), $8.00 per hour for labor, $8.00 per hour for machine rental, and $8.00 per hour for other expenses. Most businesses would be eager to achieve that kind of return on their investment. Another illustration, the $3,000,000 for the warehouse and equipment, is probably high. At a cost of $50.00 per square foot, $1,000,000 would provide 20,000 square feet. Another $1,000,000 for equipment would be quite generous. Thus $1,000,000 would be left for contingencies.

A larger number of subscribers would further reduce the per title processing costs, but even with only 200 subscribers, the smaller libraries could nearly disband their acquisitions, cataloging, and processing centers and invest that money in books. Acquisitions and processing costs in nine Colorado academic libraries averaged $4.09 per book without considering institutional overhead. The comparable Colorado Cooperative Book Processing Center cost was $3.10, or $2.96 as calculated in the mathematical model. If two copies of each item could be ordered and processed simultaneously, the cost of each item would be reduced to $2.27, disregarding institutional overhead.\(^{13}\) A more recent report gives an average cost of $3.10 per book for 1967 and $2.70 during last year's experimental period.\(^{14}\) The system described in this article could perform the same tasks plus the more significant work of selection for $.85 per book. At a cost of $49,250 (5,000 titles at $9.00 each plus $.85 each for processing), participating libraries would have greatly increased their purchasing power by practically eliminating the costs of their cataloging and acquisitions departments.

Using the average cost of $4.09 for the Colorado academic libraries and without considering institutional overhead, the processing costs for 5,000 titles would be $20,450. Since the system described in this article would cost only $4,250 (5,000 titles at $.85 each), each library would save $16,200 in processing costs. Problems with financial records would also virtually disappear for the libraries because bills would come once a month or once a quarter. Billing by the centralized system would also be simple—the same bill would go to everyone. Saving $16,200 in acquisitions and processing costs for 5,000 titles would be no small matter for most libraries. In addition, the library would be assured of a higher quality of selection. On any given afternoon, a college's entire faculty (including the president) and the library staff could meet in the
library, unpack the beautiful new shipment of books, and read the books rather than the reviews. And eventually, this basic, quality collection could become the minimum acceptable standard for accreditation. Any academic library which cannot purchase 5,000 books per year should not be called a library.

Naturally each local library would still need to make provision for unique or additional educational programs and for local materials. However, this would be a comparatively small task.

The twenty subject specialists could examine some 30,000 domestic and foreign titles per year. This would be an average of 1,500 per specialist. Using 200 working days per year as a base, this would mean that each specialist would have to look at an average of 7.5 books per day. Assuming a selection of 5,000 titles per year, each specialist would actually approve an average of 250 titles during the course of one year. Since many decisions for inclusion or exclusion would be fairly routine, the specialists should have adequate time to perform their duties.

The major duty of the administrator for the centralized system would be to insure complete coverage. It would be

his job to make sure that all books which might be relevant to the undergraduate curriculum would get into the system so the subject specialists would have a chance to review them. This would be the critical factor, getting the books into the system for evaluation. Aside from this, the administrator would be responsible for supervising all accounts with publishers and libraries as well as routine tasks such as shipping and receiving. He would also, of course, deal with complaints from librarians. Once the system was operating effectively (and he would have to have very hard evidence that it was indeed operating effectively), most complaints could be handled in a fairly routine fashion.

If any librarian complained about such matters as the placement of spine labels and call numbers or whether subject entries should be in red rather than in capital letters, the chief administrator for the selection-acquisitions-processing center would write to the complaining librarian's president (with a copy to the librarian) recommending that the institution summarily fire the librarian.

Why not?

References

4. *The Book Review Digest* has a number of criteria for citing reviews which are explained in its "Statement of Policy" in the annual cumulations, but these need not be discussed here.

5. Although the *Book Review Digest* had not cited it by June of 1970, *CHOICE* did carry a review in March 1970. All the other reviews had appeared in October or November of 1969.
6. Possibly reviews of these works appeared in additional journals without being cited by *Book Review Digest* or *Book Review Index*, but no attempt was made to do a thorough search of a large number of journals to locate additional reviews.
9. The percentages should not be used as ab-
solute figures since comparisons were
drawn for only a small sample. The point
to be made is that a substantial percentage
of the new books is reviewed by only one
journal.
10. "Standards for College Libraries," CRL 20:
276 (July 1959).
11. Sarah K. Vann, "Southeastern Pennsylvania
Processing Center Feasibility Study: A
Summary," Library Resources & Technical
Services 10:472 (Fall 1966).
12. For 1969 an average price of $9.37 for
American books was reported by Publishers'
13. Leonard, Centralized Book Processing,
p.244.
(Summer 1970).
Correlating the Subjects of Books Taken Out Of and Books Used Within an Open-Stack Library

The traditional over-the-counter circulation count is not always considered a reliable indicator of total library use. To test this assumption the author hypothesized that no correlation exists between the subjects of books taken out of the library and those used within the library. Counts were made of books left on tables, chairs, desks, and other surfaces and correlated to books charged out. Two studies were made. In the first, books were counted within finely delineated LC and Dewey class spans relating to academic departments. In the second, books were counted within the broad LC first and second letters and the Dewey tens. In the first case, the overall correlation was .86; in the second, with less data, .84. The author concludes that out-of-library circulation totals can be reliable indicators of in-library use. For predicting in-library use (and thus total use) two methods are cited—simple ratio of out to in, and the regression equation.

Many librarians have long felt that circulation counts reveal little about total library use, regarding them as no more than rough indicators of dips and climbs in library use. The daily, monthly, and annual totals are often treated suspiciously and more often indifferent.

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Note: The author gives special thanks to Dr. Peter Dickinson, Assistant Professor of Mathematics, University of Southwestern Louisiana, for statistical advice and assistance. He also acknowledges the assistance of Glenda Garst, Humanities Librarian; F. Landon Greaves, formerly Social Sciences Librarian; and Barbara Green, Social Sciences Librarian, U. S. L., in collecting and organizing the data.

Over-the-counter circulation, the claim has been, gives no indication of the true magnitude of library use since it takes no account of use within the library.

The purpose of this study was to determine whether the suspicion (or indifference) was justified or whether librarians could rely upon the traditional count as a broader indicator. Accordingly, we hypothesized that no correlation exists between the subjects of books taken out of the library and the subjects of books used in the library. If the hypothesis were rejected and if there were a high correlation, then the daily, monthly, and annual count would be more meaningful. This information could then be used to predict, within confidence limits, not only total usage, but usage within categories of the li-
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Library's classification system or by the institution's academic departments. This information could then be used for shelving assignments, stack locations, seating arrangements, and even collection building. Finally, comparison of the distribution of use to the distribution of the existing collection should make a contribution to cost-effectiveness. If the hypothesis were accepted and there were no correlation, then the historical suspicion would be justified and other indicators of internal use would need to be found.

The Institution

The University of Southwestern Louisiana is a public institution offering 120 majors in 63 departments, grouped into 6 colleges. It offers the master's degree in 50 areas and the Ph.D. in 5. The fall 1969 enrollment was approximately 7,200 full-time-equivalent undergraduate and 1,700 graduate students. Out-of-library circulation for 1969–70 was 135,000. By far the heaviest use of the library is in liberal arts and the social sciences. As one might expect, English literature is the subject most in demand. But the university's major enrollment is in liberal arts, education, and commerce, with smaller enrollment in science, engineering, and agriculture.

Method

A book-and-subject correlation was chosen as the variables to be correlated—not only because of the basic idea that a library's collection is essentially a collection of subjects, but because data would be easy to collect. Other variables might have been, for example, age of a book, language, or country of publisher. Another study might consider these in relation to subjects.

First Study: Departmental Method

Data for the first of the two variables to be correlated—books taken out of the library—were readily available. The University of Southwestern Louisiana had earlier begun a routine tabulation of its daily circulation within the framework of class numbers described by McGrath and Durand. This framework relates the university's circulation closely to course offerings. The class number of each circulated book was matched against a list of class number spans grouped under each academic department. Books with class numbers that did not fall into one of these groups were tabulated under Nonmatching. This course-related framework is not the only one which could be used to collect data. Any detailed breakdown or grouping of class numbers would suffice. The second study described in this paper uses a different grouping.

Data for the second variable—books used within the library—had to be specially collected. This was done readily and simply by counting the books left on tables, desks, and other surfaces. Since the library is of the open-shelf type and since users are instructed to leave their books on the tables after using them, a potentially large body of data was available. With little interruption of the regular shelving routine throughout the day, student shelvers tabulated each book before placing it on a truck for shelving. Again, the data would be tabulated within the very same number framework as for the first variable, thus assuring the establishment of identical classes for both variables.

Books a user reshelfed were not counted. We assumed that if he reshelfed a book immediately after a moment's examination, then he demonstrated neither interest nor use and that no count need or could be taken. We also assumed that if he took a book out of the library or took it to a table until he had gleaned what he needed, then he had demonstrated measurable interest and the book should be counted.
Periodicals, bound and unbound, were excluded from the study. A count of periodicals used in the library could not be correlated with those going out since periodicals do not go out. Furthermore, they are invariably classified in a general and thus usually a Nonmatching number. Also excluded were reserve books and special collections in and outside of the main library.

Data for the two variables were collected during four weeks in February and March within 4692 LC and DC spans, then regrouped according to sixty academic departments with a sixty-first category for Nonmatching. The data represented about 7 percent of one year’s use.

The so-called Nonmatching category simply includes all books whose classification numbers fell between (i.e., outside of) those which describe departmental offerings. Thus, these Nonmatching classification numbers did not coincide with any of the sixty departmental categories.

Table 1 gives the totals of out-of-library and in-library use. It can be seen from the data that out-of-library generally exceeds in-library use, with a ratio ranging from 1:1 to 4.1:1 for individual departments, and a ratio of 2:1 for the total, immediately suggesting a definite relationship between the two variables. The major exception is Nonmatching, with nearly a 1:1 relationship. For this reason Nonmatching proves to be a very useful category.

The two variables were correlated according to the Pearson product-moment correlation formula, where

\[ r = \frac{\sum (X - \bar{X}) \cdot (Y - \bar{Y})}{\sqrt{\sum (X - \bar{X})^2 \cdot \sum (Y - \bar{Y})^2}} \]

using all departments in an overall calculation both with and without Nonmatching, and then regrouped within five university colleges (Table 2).

The coefficients measuring the degree of relationship between books taken out and books used in the library speak for themselves. For departments the correla-
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tions are high and the relationship firm. The correlation coefficients were tested for significance, and in all but one (i.e., for all departments and for all the sub-
samples of colleges except Engineering) we reject the null hypothesis (that no correlation exists) at the .01 level of significance, meaning that there is one chance in a hundred that we could be wrong. With the Engineering depart­
ments, rejection occurs at the .05 level. The coefficients for five of the six sub-
groups of departments though fairly high, should be regarded with much less confidence and are therefore not too meaningful since the sample sizes (four to eight) are so small. This means that high departmental correlations do not hold as well when they are regrouped within their respective colleges. This is revealed in the rather large range for these groups in the coefficients of theoretical population and the high critical coefficients.

When the Nonmatching category is included in the calculation (which it needn't be, since the books in the two sets of Nonmatching numbers cannot be meaningfully compared unless further broken down by LC letters or DC tens as they are in the second study) the correlation is still high and still signifi-
cant, even though it accounts for 23 percent of the data.

English, another highly influential category, must, on the other hand, be included in the calculations. Unlike the correlation when Nonmatching is included, the correlation goes up when English is included. As with Nonmatch­
ing, the correlation remains significant.

Finally, we can say with a confidence of 95 percent, that if we could correlate use of the entire collection as we did for the sample, then the coefficients would fall within the limits indicated in the last column in Table 2.

Second Study: Nondepartmental Method

An institution wanting to examine its own in- and out-of-library use may not feel it necessary to construct a class number framework based on courses, nor to relate the groups necessarily to anything. With much less preparation, a correlation study can be made within the framework most libraries use for their daily counts: the first and second letters of LC and the tens of DC. To test the simplicity of this method and to gather additional evidence of association between in and out use, the author made a second study. Table 3 shows the

<table>
<thead>
<tr>
<th>Groups of Departments</th>
<th>Number of Depts.</th>
<th>Coefficient¹ of Sample</th>
<th>Critical Coefficient²</th>
<th>Coefficient of Theoretical Population³</th>
</tr>
</thead>
<tbody>
<tr>
<td>All departments with Nonmatching</td>
<td>61</td>
<td>.86</td>
<td>.30</td>
<td>.77—.92</td>
</tr>
<tr>
<td>All departments without Nonmatching</td>
<td>60</td>
<td>.98</td>
<td>.30</td>
<td>.96—.98</td>
</tr>
<tr>
<td>All departments without English</td>
<td>60</td>
<td>.94</td>
<td>.30</td>
<td>.90—.96</td>
</tr>
<tr>
<td>Subgroups by college:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>College of Liberal Arts</td>
<td>28</td>
<td>.98</td>
<td>.44</td>
<td>.93—.98</td>
</tr>
<tr>
<td>College of Education</td>
<td>6</td>
<td>.95</td>
<td>.88</td>
<td>.58—.98</td>
</tr>
<tr>
<td>College of Agriculture</td>
<td>8</td>
<td>.99</td>
<td>.80</td>
<td>.90—.99</td>
</tr>
<tr>
<td>College of Engineering</td>
<td>7</td>
<td>.73¹</td>
<td>.67¹</td>
<td>.65—.94</td>
</tr>
<tr>
<td>College of Commerce</td>
<td>7</td>
<td>.84</td>
<td>.83</td>
<td>.22—.94</td>
</tr>
<tr>
<td>Nursing and unaffiliated</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

¹ In each case except Engineering, Ho:p=0 rejected at .01 level.
² The coefficient of sample must be greater than this coefficient to be significant (.01 level of significance except Engineering).
³ Level of significance .05.
⁴ At a confidence level of 95%.
results of a separate two-week count of the classes shelved on one floor of the library. Data were collected in much the same manner as in the first study. This method, however, leaves no book ungrouped; i.e., there is no Nonmatching category. Except for this, all other conditions were the same. Though the totals are smaller than in the first study, the same approximate 2:1 ratio prevails. The correlation coefficient of .84 compares favorably to the .86 of the first study. Both of these coefficients are for the entire samples in each study.

**Predicting Within and Overall Use**

Whichever method is used, departmental or nondepartmental, over-the-counter circulation count can be used to predict total library usage by employing the observed ratio of out-to-in. This ratio could be further refined by taking many samples. It can be employed on an overall basis with some confidence. If we want to predict usage within departments or narrow classifications, we could use the overall ratio of out-to-in with much less confidence, since there is considerable variation in the ratio from department to department. Or we could use the ratios observed for each department if we realize that these might fluctuate considerably from sample to sample.

A better way, perhaps, is to calculate the regression line according to the formula

\[ \hat{Y} = bX + a \]

where \( X \) is the predictor and \( \hat{Y} \) is the predicted. Evaluation of the regression results for the data in this study—for both the departmental method and the nondepartmental method—shows that the simple straight line makes a better fit than any other curve, suggesting that, for prediction, the linear equation is reliable. Using this method, we could, by sampling out-of-library circulation at any time (during the busy month of March, e.g.) estimate use of sociology books, or any subject, within the library. As we said before, the estimates would be more accurate after many samples. For an estimate of overall use, the predicted within library use can be simply added to observed out-of-library circulation.

Fussier and Simon, in their extensive study of book use, employed the regression equation to separate books highly used from those little used. They tried to predict use from such variables as publication date, accession date, language of publication, and past use, comparing predicted use to actual use. Of these they found that past use was by far the most reliable predictor. The others were unreliable because of high variability.

In general, the finding in this paper tends to support theirs—that recorded use reflects browsing fairly well. They suggest, however, that browsing may be three to nine times as much as recorded use depending on regulations, subjects, and, we would add, definition of browsing.

**TABLE 3**

<table>
<thead>
<tr>
<th>Total Out</th>
<th>Total In</th>
<th>LC and DC Categories</th>
<th>Coefficient of Sample</th>
<th>Critical Coefficient</th>
<th>Coefficient of Theoretical Population</th>
</tr>
</thead>
<tbody>
<tr>
<td>2,386</td>
<td>1,102</td>
<td>141</td>
<td>.84(^1)</td>
<td>.20(^2)</td>
<td>.78—.88</td>
</tr>
</tbody>
</table>

\(^1\) \(H_0: \rho = 0 \) rejected at .01 level.
\(^2\) The coefficient of sample must be greater than this figure to be significant (.01 level of significance).
\(^3\) Confidence level of 95%.
Morse also discussed the problem of in-library use. He cited studies at M.I.T. which found that books in the Science Library were used on the average four times as often as they were borrowed. He also mentioned the need for data on the in-library use of specific books as well as classes of books.

**Conclusions**

On the basis of the high correlations revealed in this study we can conclude that circulation totals, when grouped into self-delineating spans, can be reliable indicators of the subjects being used within as well as out of the library.

This being so, the administrator can be assured that over-the-counter circulation represents real demand and that the subjects of books circulated are those which require attention in collection building. In areas of heavy use, decisions may also be made in regard to expansion space, placement of tables, chairs, carrels, and lighting. Conversely, areas of little use, as indicated by circulation, may be examined for de-emphasis and storage.

If the foregoing seems too obvious, recall how many times you have heard a colleague—faculty member as well as librarian—disclaim circulation, especially if the totals in his area are small, as an indicator of true use and therefore the true value of books in his area. In the hard realities of library economy (an old-fashioned phrase?), demand tells much.

It can be argued, of course, that the findings in this study would not necessarily hold true for other university libraries. Variations in the findings might be caused by local policy differences, the size and number of department libraries, and the size of noncirculating collections. But certainly the correlations of the samples and the theoretical population are so high in this study that if the method described here is used, one must hypothesize that they would also be high in libraries where similar conditions prevail.

**References**


2. A chi-square test of independence showed that books in the Nonmatching category—that is, books whose classification numbers did not match those of academic departments—were much less likely to be taken out of the library or otherwise be used, thus providing some theoretical justification for constructing the framework. This finding will be discussed in a later paper.


HARVEY MARRON and PATRICIA SULLIVAN

Information Dissemination in Education: A Status Report

The dissemination of educational information has undergone dramatic change and growth in the last decade. Not only has the volume of information to be conveyed exploded, but the techniques employed to disseminate and use it have grown complex and demanding. Perhaps still more significant is our recognition that, for whatever reasons, information is not being disseminated and used as much as it should be by members of the educational community.

Regardless of the title assigned to our jobs—reference librarian, information center manager, or director of special services—we are all concerned with the handling and use of information. This is the heart of the business. How can the librarian effectuate a successful information dissemination program? Certainly there is no simple answer to this broad and complex question. But who will disagree that a necessary starting point is to survey the resources and dissemination techniques now available? This article provides such a survey, and hopefully, will stimulate the use and further expansion of similar efforts in other fields of education.

As used in the following discussion, the term “educational information” refers to that information which exists or existed in a classical document (i.e., the printed page with a readable, cogent title and catalogable with standard techniques). Nonprint media, although important, are excluded.

PRIMARY PUBLICATIONS

Information is transmitted in a variety of ways, but most commonly in primary documents. Just a decade or two ago grim predictions were heard forewarning the doom of the conventional book and journal as disseminators of information. Newer forms of information conveyance (microforms, tapes, and audiovisuals) are undoubtedly becoming more important, but the book, journal article, report, and other conventional forms are still the primary methods for disseminating information. The primary publications may not be where the action is, but they are where the action is described and fully documented.

The information explosion in the primary literature has been well documented. The same patterns of exponential growth observed in scientific and technical literature are now developing in the primary literature in the field of education. Closer examination reveals that the primary literature is arbitrarily grouped into three categories: books, journal articles, and reports (which include speeches, conference proceedings, and other documents of relatively limited distribution).

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Mrs. Sullivan is education specialist with the Division of Information Resources, U.S. Office of Education, Washington, D.C.
The extent of the book literature in the field of education is difficult to estimate. The latest edition of *Books in Print* lists some 200,000 titles. The fraction of these which fall within the field of education depends on the definition of “education” and the source of information. *Publishers’ Weekly* estimates that 842 new titles and editions were published last year in the field of education, i.e., those classified as education under the Dewey Decimal System. Since this figure excludes such categories as textbooks, instructional guides, and manuals, the actual figure must be substantially higher. The message is clear, if not precise: There are many books appearing each year in the field of education, but the exact number is unknown.

In the United States alone, at least 30,000 reports annually are put into some kind of pipeline for distribution. Based upon the experience of the Educational Resources Information Center (ERIC) system, however, only about 10,000 of these are considered sufficiently valuable, significant, and of wide enough interest to be disseminated nationally. It should be noted, however, that ERIC does not currently handle curricula materials and statistical or school management reports.

How many useful educational journal articles are currently being published? Although the precise number is difficult to estimate, the 1970 *Standard Periodical Directory* lists 1,620 titles under the heading of education, but the definition of periodicals is broad, and the heading “education” is even broader. In 1968 Saul Herner asked a select group from the educational community (representing researchers, administrators, and government personnel) to identify the journals they scanned regularly. The Herner list included over 350 periodicals. We have since learned that there are over 500 English language journals containing significant numbers of substantive and useful articles on education. This translates to between 15,000 to 20,000 articles per year. A general observation can be made concerning the primary publications in the field of education. Referring to books, journal articles, and reports, we may not be able to state with precision the number appearing each year, but clearly the number is large. This large number can be viewed as a mixed blessing. On the one hand, with so many publications there must be lots of information available, but one may find it difficult to find the information needed to satisfy a specific use.

**SECONDARY SERVICES**

Clearly, there are many primary publications being generated which are of interest and value to educators. So many, in fact, that the librarian or information center manager cannot hope to acquire, stock, and have available for immediate use all potentially useful documents. Fortunately, there are several secondary services which help separate potentially useful primary documents from the others and provide a means of gaining access to specific reports and journal articles. (The table at the end of this article provides a summary of secondary services of interest to educators.)

The newest and most comprehensive secondary service for report literature in the field of education is *Research in Education* (RIE). This monthly abstracting and indexing publication is published by the Educational Resources Information Center (ERIC) and the Government Printing Office. *RIE* lists about 10,000 items per year, the majority of which are reports, speeches, and other so-called “fugitive” documents. It was a thin fellow at birth in November 1966 (containing fewer than fifty items) but it grew fast and seems to have leveled off at about 850 citations monthly. The twelve monthly issues and
the cumulated indexes sell for about $30 per year.

In addition to RIE, ERIC publishes, from time to time, catalogs and indexes to collections of reports in areas of special interest. Examples are the yearly compilations and manpower research documents or projects supported under Title III of the Elementary and Secondary Education Act.

Several major secondary services cover the journal literature of education. The oldest of these, Education Index (EI), provides a subject index to the educational periodical literature. EI's coverage has expanded considerably in the last decade, growing from 190 journals in 1960 to nearly 250 in 1969.

A relative newcomer to the education world is the Current Index to Journals in Education (CIJE). A monthly, CIJE currently cites about 15,000 articles per year from over 500 primary journals. CIJE is published as a cooperative effort between the ERIC program and Crowell Collier and Macmillan Information Corporation. Twelve monthly issues plus semiannual and annual cumulated indexes cost $64 per year. CIJE, covering the periodical literature of education, serves as the companion volume to RIE. Both volumes employ ERIC descriptors, and the items cited are indexed to considerable depth, allowing better retrieval capabilities on a current and retrospective basis.

Within the last few years the Institute for Scientific Information (ISI) announced the publication of Current Contents—Education. This weekly provides reproduction of the content pages of about 700 journals. The chief strength of Current Contents—Education is the ease and speed of scanning for educational articles on a current basis. The annual subscription is $100, but a reduced rate of $67.50 is available to educational institutions.

Access to the book literature in education is provided in numerous well-known sources: Publishers' Weekly, Library Journal, CHOICE, and Forthcoming Books, to name just a few. Most educational periodicals provide book reviews or lists as a regular feature and many, such as School and Society, Educational Leadership, and Phi Delta Kappan, publish regular annual or biannual lists of books of interest to educators. The main recurring guide is Phi Lambda Theta's annual compilation, Education Book List. An excellent guide for building a collection is the New York University list of Books in Education, compiled by Barbara Marks.

There are, of course, many more worthy secondary services which could be cited. Suffice to say that today there are a variety of secondary services designed to help the librarian and his customers identify and gain access to the primary literature of education.

**REVIEWS AND SUMMARIES**

So far it has been established that many primary publications are published each year, and many tools and services are available to help librarians gain access to the literature. Is that enough? Perhaps it was in the past, but no longer. There is hardly a question about a new technique or research area that doesn't release a torrent of documents which discuss the subject from a variety of viewpoints. The truth of the matter is that when librarians or their customers have a problem, they are looking for a practical solution. People seeking information often are not researchers and don't want to know all there is to know about a subject. Faced with a problem and looking for some direction, most would be perfectly happy to take the word of an expert who has examined the alternatives and then recommended or provided guides on how to proceed. As a matter of fact, even highly trained and sophisticated scientists are now demanding review articles to obviate their having to acquire,
read, and make evaluative judgments on
the plethora of papers available in
print. Action-oriented people do not
want exhaustive bibliographies. They
want selective bibliographies, interpre­
tive summaries, critical reviews, guides,
or "how to do it" manuals. This is not
to say that those needing exhaustive bib­
liographies should not have them also.
Currently, very significant progress is
being made in the development of in­
formation analysis products for the
field of education.

Since 1941 the major source of digest­
ed, concise summaries of educational re­
search has been American Education
Research Association's (AERA) Ency­
clopedia of Educational Research. The
fourth edition provides summaries of
close to 200 major aspects of education,
each with extensive bibliographies.
AERA's two journals, Review of Educa­
tion Research and American Educa­tion­
al Research Journal, provide useful up­
dating for the Encyclopedia. In addi­
tion, AERA's specialized volume, Hand­
book of Research on Teaching, pro­
vides comprehensive reviews of research
on the theory and practice of teaching.

More recently the ERIC Clearing­
houses have begun major information
analysis programs in their respective
subject areas. The clearinghouses are
charged (within their capabilities) with
the responsibility of preparing such se­
lective, annotated bibliographies, re­
views, summaries, digests, and guides as
are most needed by education. Last year
the ERIC system prepared and dissemi­
nated about 240 information analysis
items; the number is expected to exceed
350 this year.

A new series of reviews designed to
complement the ERIC system is current­
ly underway at Britannica, Inc. Entitled
Britannica Reviews of Education, the
capstone of the series is the recently
published volume, Britannica Review
of American Education. The volume,
to be issued biannually, summarizes the
broad progress and developments in
American education. Other parts of this
review series will synthesize the research
and latest developments in specific areas
of American education. The first of
these more narrowly focused volumes,
The Britannica Review of Foreign Lan­
guage Education, has already been pub­
lished. It was written in cooperation
with the ERIC Clearinghouse on Teach­
ing of Foreign Languages. Future re­
view volumes are planned in the fields
of educational technology, engineering
education, science, English, and early
childhood education.

There are still other efforts in this di­
rection. Under a grant from the U.S.
Office of Education, the Council of
Chief State School Officers published a
two-volume effort summarizing educa­tional issues of interest to state educa­tion leaders. The first volume is titled
Education in the States: Historical De­
velopment and Outlook, and the second
is titled Nationwide Development Since
1900. The latter reviews in depth six­
ten areas of concern to all state de­
partments of education (i.e., educa­tion­
al facilities, finance, food services, etc.).

Various subject-oriented professional
associations also produce reviews of the
literature and research in their field.
The International Reading Association,
for example, publishes the Reading Re­
search Quarterly which provides a com­
prehensive review of the published re­
search on reading on a yearly basis.

Clearly, the trend is toward selectivi­
ty, critical review, and analysis. The
growth and diversity of the educational
literature undoubtedly ensures that this
thrust will be continued and intensified.

EDUCATIONAL INFORMATION CENTER

A growing influence in the complex
business of disseminating educational
information is the educational informa­tion center. What does such a center
do? As used herein, an educational in­
formation center provides a variety of
services which may include but is not limited to reference, referral, or bibliographic activities. The source documents used may be within the center itself in the form of books, periodicals, reports, ERIC materials, or instructional materials, or from sources external to the center.

Some may feel that this definition in fact describes a special library. The terminology varies widely, depending on the service provided by a particular library. The critical distinction to be made between an educational information center and a library is; the consulting service and the expert advice on educational matters that are provided over and above the conventional bibliographic services.

The number of educational information centers in the United States is surprisingly large. In 1969 the USOE compiled a Directory of Educational Information Centers which fit the above description and identified 397 educational information centers scattered through the United States.

In the opinion of the authors, educational information centers will play an increasingly important role in the dissemination of information to the educational community not only because they are in the best position to provide bibliographic services, but because they also enhance the probability of utilization by providing problem-solvers at the local level.

REFERRAL ACTIVITIES

It is interesting to note that when information people or librarians discuss services they tend to focus on the user who knows what he's doing and what he wants. This is probably because generally it is more fun to work with the "pro" than with the confused novice. But what about this uninformed novice? He is reluctant even to discuss the matter with his librarian. It serves little purpose to lecture in pious tones that he ought not be ashamed and that he ought to bring his problems to the people who can help him. The fact is that he is often reluctant to do so. There ought to be a place or places where he can go and unashamedly ask to be headed in the right direction. Fortunately, there are such aids available.

In his Brief Guide to Sources of Scientific and Technical Information Saul Herner lists thirty-seven separate directories and guidance sources. Admittedly, the thrust is toward science and technology, but many deal with the behavioral or social sciences or education. Some examples of these are the Directory of Special Libraries and Information Centers and the National Referral Center for Science or Technology. There are a few more which are pertinent to those seeking information in the area of education.

ON-GOING RESEARCH AND DEVELOPMENT

The preponderance of information reported in the literature and disseminated via any of the techniques discussed thus far deals with the results of research, development, or testing programs in education which are already contained in documents or publications. The existence of a considerable time lag between research and development and subsequent publication is well documented. How does one find out about work while it is in progress? While the dissemination network available to provide responses to such questions in the area of education leaves something to be desired, there are several channels available.

The Commerce Business Daily routinely announces U.S. Government contract awards for all new R&D projects. Admittedly, most of these are in the areas of science and technology, but the social sciences and education are hang-
ing in there—even if only by the fingernails.

Research in Education, in its Project Section, reports monthly on the research grants and contracts awarded by USOE.

By far, the most comprehensive service for current awareness of research and development is the Science Information Exchange (SIE) of The Smithsonian Institution. The bulk of SIE's holdings are in the physical, biological, medical, and engineering sciences, but the social, behavioral, and educational research holdings are building up at a rapid rate. SIE does not publish lists of its holdings and must be asked for information. Another point to keep in mind is that SIE covers only research and development. Unfortunately, much of the work that we are interested in is not classified as research and development and is therefore not included in the SIE files.

In summary, there are ways of finding out about on-going research and development, even though the dissemination channels need considerable improvement.

NEW TECHNIQUES

A review of the status of dissemination of educational information would not be complete without mention of some of the newer techniques. There are some exciting developments, particularly in the areas of file query and document access.

One of the most significant steps taken in recent years is the capturing of large amounts of bibliographic reference materials in computer files. Many are already available for use. For example, the USOE is currently distributing, at reasonable cost, the ERIC data base on magnetic tape. This file consists of over 40,000 surrogates of select educational reports and journal articles. Furthermore, a software package can be provided which will search, select, and display portions of the file to selected OE activities and to state and local departments of education. These magnetic tape files have been requested for a variety of uses ranging from providing an on-going service to experimentation and training in schools of library or information sciences. It remains to be seen how many activities will prove to be viable. There is no question, however, that a new dimension has been added to our total dissemination capabilities.

Several groups, including ERIC, are currently experimenting with on-line, interactive machine search and display systems. It is not known if such a service will be economically and technically feasible, or even desirable, in providing bibliographic services to education, but the education community will be kept informed of ERIC's progress.

The computerizing of data bases allows for a variety of Selective Dissemination of Information (SDI) plans to satisfy the needs of a wide range of consumers. There are already several operational SDI systems in science and technology. Soon we should see similar systems for the behavioral sciences and education.

Within the last year or so there have been some exciting developments with machines that store large numbers of microform and which can retrieve and display text very rapidly. The developers seem confident that we will soon have the capability to store huge amounts of text (primary documents) and to gain access to the primary documents or particular parts of them quickly and inexpensively.

Many other developments are being touted and may come to pass in ten years or so, but that is not the concern of this article. The important point is that computer and microform handling systems are here and in use. They will have a real and beneficial impact on libraries and information centers in terms of how materials are acquired, housed, and accessed.
# Abstracting and Indexing Services of Special Interest to Educators

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1. Available only as microfiche
2. Includes cumulative access.
# ABSTRACTING AND INDEXING SERVICES OF SPECIAL INTEREST TO EDUCATORS

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1 Cumulative indexes available for older indexes.
2 70% of citations are annotated.
Use Patterns

Given the glut of educational information and the growing number of dissemination services, another dimension assumes paramount importance: use patterns—predictable, idiosyncratic, or otherwise—of the user groups. The information science community is now beginning to investigate questions related to how educators or educational specialists approach a problem. Do they systematically check all sources? Do they rely on an “invisible college” for their information? Do they seek only digested information? And perhaps more importantly, how do educators use the information once they have found it?

Information has been available for some time as to how scientists and engineers use (or non-use) existing information systems in their fields. Investigations are now being conducted to ascertain how the educator seeks and receives his information. The Auerbach Corporation has a project underway to identify models of technical information services in education. It is expected that the results of the study will focus on the information requirements of educators directly concerned with education in the primary and secondary schools. Another project just completed by the Stanford Research Institute (SRI) has developed methods whereby the Office of Education can now gather data on the information needs of educational practitioners. SRI identified the types of information most needed and used by various levels of educational personnel.5

In an effort to design more responsive dissemination systems the study of the needs, habits, and use patterns of the educational community as consumer has begun. All in all, the future looks bright.

References

A Generalized Methodology for Library Systems Analysis

This article is directed toward the novice in systems work. Its purpose is to generalize at a very elementary level a methodology or approach which can be used in conducting a systems study. Systems work is discussed here as a point of view; a logical, coherent, from the top down, preface to decision-making and resource allocation which utilizes a very powerful body of sophisticated techniques. The approach and techniques reviewed in this paper, however, will be those on the most elementary level. No attempt will be made to discuss the techniques of queueing, inventory management, linear programming, simulation, marginal analysis, game theory, statistical inference, or any of the other highly sophisticated techniques available to the operations research/systems analysis (OR/SA) analyst. When the systems approach is clearly understood and properly used, it becomes a potent weapon in the arsenal of the administrator. Rather than a review of the tools themselves, a delineation of this systems methodology and point of view will be considered in this article. The methodology discussed here embraces a number of standard techniques used by the systems engineer, time and motion analyst, operations researcher, and occasionally, even the librarian. Examples of these techniques are scattered through the professional literature of librarianship/information science, management, industrial engineering, and operations research/systems analysis. Some of the more important references describing OR/SA in the library have been included in the bibliography which accompanies this article. Unfortunately, many of the most basic concepts of these twin fields remain poorly understood and as a result are seldom applied by the library profession. Two glossaries of terms have been added to the bibliography for the benefit of the user who wishes additional help in understanding the terminology of OR/SA.

In the past six to eight years, only a few publications of merit have appeared in the literature showing how and under what conditions a systems study can be conducted in a library environment. Some of these were prepared by librarians, but many of the best have been written in a highly technical jargon by individuals whose credentials are in fields other than library science. Indeed, one of the most significant developments has been the number of articles written about the library/information science field by individuals whose backgrounds are in other disciplines but who, nevertheless, have successfully used the library as a laboratory, and in doing so have given the library profession some of its most substantial contributions.

Mr. Burns is librarian for research and development at Colorado State University, Fort Collins, Colorado.
A true systems study should be able to document for the administrative officer the goals of the administrative unit being studied and the resources available to the unit, as well as suggest alternative methods for achieving these goals within a given set of constraints. All of this must be accomplished in such a fashion that the administrator is permitted to select the proper alternatives by manipulating resources to reach his preselected goals. Fundamentally, this is a process of balancing goals with resources based on the facts gathered by the analyst. Facts needed by the administrator include such items as unit costs, unit times, costs of materials and equipment, opportunity costs, configuration and availability of equipment, movement of staff and material, and staffing patterns. It is the job of the analyst/designer to ferret out these facts and present them to the administrator with a full display of available options.

A systems study must examine both the economic efficiency of the unit being studied as well as its operational efficiency, always being careful to study each in vivo. Economic efficiency can be judged in either of two ways: the ability of the system to produce or process the same number of units for less cost; or the ability to produce more units for the same cost. The savings achieved by library automation seem largely to accrue from the second advantage. Operational efficiency is a much more subtle concept and, indeed, involves many of the intangible values with which all librarians doing systems work are constantly confronted. One measure of operational efficiency derives from user satisfaction and can be determined by the questionnaire/interview method.

The achievement of maximum efficiency within a system is an extremely subtle process requiring the fine tuning and sensitive ear which one expects of a skilled violinist. It is in no sense of the word the obvious undertaking that some managers believe it to be. An efficient system is one which has reached a correct balance between the resources and the system's achievement of its goals, or performance. However, there is a distinction between efficiency and the measures of efficiency. It is quite common for the novice in systems work to confuse the ways of measuring efficiency within a subsystem such as decreased costs, increased production, etc., with the efficiency goals of the total system. True efficiency can only be discussed validly in the context of a total system's operation.

**WHAT IS A SYSTEM?**

In discussing systems work, the first problem is to develop an unambiguous definition for the word system. Although it is used often and widely, the implications of this concept are seldom fully understood. As Nadler points out, there are almost as many definitions as there are people writing about the field. The Random House dictionary stresses the concept of a system as "an assemblage or combination of things or parts forming a complex or unitary whole. . . ." The U.S. General Accounting Office, in its systems glossary, expands this to point out that "systems analysis may be viewed as the search for and evaluation of alternatives which are relevant to defined objectives, based on judgment and, wherever possible, on quantitative methods, with the objective of presenting such evaluations to decision makers for their consideration. . . ." Bellomy refers to a system as "an assemblage of interdependent things and ideas necessary to achieve a set of related objectives . . . characterized by inputs which are processed to produce the outputs required to achieve specified objectives. . . ." After examining these definitions, several ideas begin to emerge which are common to any systems effort, no matter what it may be.
called. The ideas of interrelated parts bound into a coherent whole possessing a common goal or objective are central to the systems concept. It is on these basic attributes that we shall build our methodology for a systems study.

In this article attention will be focused on the four steps or phases of a systems study which we shall call the systems survey, the systems analysis phase, the systems design phase, and the implementation/evaluation phase. This somewhat arbitrary division should not be taken to infer that these are discrete operations with a systems design proceeding only when the systems analysis effort has been completed. This would be a highly idealized solution since in actual practice the pressures to get on with the job will usually force the telescoping of these efforts. When this is done with care and in a recursive fashion, the chances of success are usually good. Each of these phases should be viewed as complementary to the others and, although they are similar and related, each must be performed in a sequential and discrete fashion, preferably in tandem. Some overlap is permitted, but the analysis phase always begins before the design phase, and the design phase always begins before the implementation phase.

**General Characteristics of a Systems Effort**

Before discussing each phase in detail, several generalizations should be made about the entire systems effort. These will help the reader develop an understanding of the type of problem to which we are addressing ourselves; they are as follows:

1. Attention to detail lies at the very heart of the systems effort and thorough precise work demands an intense preoccupation with every detail, no matter how small. Indeed, the entire systems effort hangs on the ability of the analyst/designer to unearth and articulate all the minutiae of a procedure. It would be difficult to overemphasize the importance of this aspect of systems work, for the most minute detail can jeopardize the success of an entire operation. This becomes even more critical when the systems effort involves machine planning, for machines, unlike people, will not tolerate ambiguity. This will suggest to the perceptive reader that it is wise, indeed essential, to plan several alternatives for each proposal, since the smallest miscalculation could force the scrapping of an entire proposal and change the direction of all work done up to that point.

2. Every system is a subsystem of some larger system and each system is itself composed of a number of component subsystems. Therefore, all systems exist in both a micro and macro hierarchy depending on the perspective of the analyst. Knowing this, the analyst must constantly guard against suboptimization, i.e., the design of a component subsystem such that it operates in an optimum fashion to the detriment of the system as a whole.

3. Systems work is a much more subtle process than simply fact gathering. It involves a thorough understanding not only of who, what, when, where, why, and how, but of the relationships which exist between the system under review and all of the other systems with which it interfaces, as well as the component subsystems which make up the system being studied.

4. There is no single definitive measure for the effectiveness of a system—only circumstantial optimums, each of which must be weighed against all other possible options available to the manager.

5. Systems are generally designed for the normal operation (quantitatively, the mean or median), and only rarely will the goals of the system permit design for the exceptional conditions.

6. All systems work is by nature re-
cursive with each successive repetition performed either at the same or at a different level.

(7) Continuous feedback and monitoring are essential components of the systems effort. One of the major difficulties in optimizing present manual library systems has been the lack of adequate provision for valid feedback.

(8) By definition, all systems must exist within an environment. The environmental factors are those which affect or relate to the system under discussion but which are not a part of that system. The analyst cannot fully describe the system without also delineating its environment.

(9) There is a danger in any systems work that it will attempt to quantify that which cannot be quantified—the intangible factors. Overquantification can become a very serious problem and often leads to a credibility gap in the entire systems effort.

(10) Documentation is as much an essential part of the systems effort as analysis, and to ignore or discount this aspect of systems work is to invite disaster.

(11) There is never any final phase to a systems effort, only iteration.

Library systems work provides us with excellent illustrations for each of the above axioms. For example, the failure to write down and describe all the steps in a systems effort as they take place, has forced many SA projects to start again whenever a change of personnel takes place. Or, how many librarians have unknowingly insisted upon a system which will handle all exception routines and then wondered why the system took so long to develop or refused even to work at all? Library systems are difficult to analyze, not because of their size, but because they are often unstructured, lack adequate provision for feedback and monitoring, and are always so interrelated and interdependent that the best descriptions of them are of dynamic systems which have “evolved” over a long period of time through a trial and error process. Developing models for this type of a system, especially mathematical models, is a particularly difficult undertaking and can lead to very misleading conclusions unless the model builder understands the proclivity of mathematical modeling for oversimplification.

In fact, most of the dilemmas which plague all systems work also exist in the library systems effort. As with any systems work of magnitude, the analyst finds himself on the horns of a dilemma at the very beginning of his study. Machol has pointed out that the problems of designing a large system are often of such magnitude as to make the problem indigestible and even unsolvable if attacked all at once. Yet the analyst cannot arbitrarily divide the problem to study it piecemeal without running the risk of losing the continuity of the whole. Where then does a realistic approach exist between these two extremes? A partial answer lies in the perspective of the analyst, in his ability to maintain a continuing balance between the unity of the whole and the detail of the part.

**Steps in the Systems Study**

The systems effort begins with a problem defined by the analyst as a system existing in an environment of other systems and bound by certain constraints. The first step is to isolate the system under review so that it can be described in an unambiguous fashion. This is the systems survey stage and marks the beginning of a series of successive partitionings which take place until the system has been divided into the smallest logical component still capable of being identified with the system being studied. This process of system dissection is analogous to the molecular theory of chemistry which defines
a molecule as the smallest particle of matter still exhibiting all the characteristics of the larger mass (system) from which it came. After dividing the system into its molecular components, the analyst then proceeds to delineate the alternatives he has created by rearranging these component parts in whatever fashion the resources and goals of the system will allow, always being careful to work within the constraints which the system's environment dictates. The analyst then proceeds to evaluate these alternative solutions in the light of the stated goals or objectives and selects from them a preferred course of action which he recommends to the decision-maker. Thus, evaluation/implementation becomes the last sequential step of the systems effort and is followed by whatever iterations are deemed necessary by the decision-maker to reach the goals of his agency.

**Systems Work from the Administrator's Viewpoint**

At this point it might be appropriate to shift perspective and discuss systems work from the administrator's point of view; that is, in terms of the agency's goals, choices, resources, and inputs/outputs. Each administrator has at his disposal four categories of resources: staff, space, funds, and time. (To this some would add a fifth resource—information.) The mix a manager adopts to meet the goals of his administrative unit has depended in large measure upon his own judgment which up to now has been, at least in part, intuitive. In the course of getting the job done or reaching a goal these resources will of necessity be consumed to a greater or lesser degree. It is the responsibility of the manager to balance continuously the availability and consumption of these resources with his goals in order to assure that the goals are reached in the most efficient fashion possible.

Furthermore, a large portion of systems work consists of no more than asking questions about all those assumptions and operating norms which up to now have been accepted as obvious, axiomatic, or based on historical prerogative, and in so doing to pare away the obfuscation which tends to grow up around a deep-seated procedure.

But how does all this apply in a library environment where the goal is that nebulous entity "service"? In order to answer this question realistically, one must first decide what constitutes the library's service goal. The author has chosen to adopt the definition of the library's goal that Mackenzie has used: "to assist in the identification, provision and use of the document or piece of information which would best help the user in his study, teaching or research, at the optimal combination of cost and elapsed time..." Efficiency, when used in this context, becomes either answering more of the "needs" of a reader while holding costs and elapsed time constant, or meeting the same needs while cutting down costs and elapsed time. However, neither explanation of efficiency is entirely satisfactory when used in this fashion because the process described here is one using only quantification as the valid criterion for evaluating its success. This is not to imply that there are no areas in library systems analysis which can be evaluated in a quantitative sense—there most definitely are. It is merely to emphasize for the systems person that he cannot quantify all aspects of a library system. Indeed, insofar as any systems study attempts to use quantitative methods where they are not appropriate, the study will fail and, unfortunately, the reason will not always be clear to all concerned. What the analyst cannot do is quantify the intangible benefits from a course of action, and it is here that the administrator will need to depend most heavily upon his own experience and intuition.
for guidance. What follows is a generalized methodology for the systems approach to problem-solving.

**FIRST PHASE: THE SYSTEMS SURVEY**

In the first phase of the systems study, the analyst conducts what is called the systems survey, during which he relates the system under review to other systems in which it is embedded—to its environment if you will—by determining what is germane to the problem being studied. Once these boundaries have been established, the analyst begins to lay out the problem in very general terms, specifying the goals and functions of the system under review. This involves familiarization and departmental orientation of the analyst, preparation of such tools as a list of the files maintained, their contents, and the organization of each; a list of the forms being used with examples of each; and a description of their movement, and associated activities; a review of all procedural manuals and job descriptions; and finally a documented statement of the system’s goals. When used in this context, a goal can be thought of as either a direction or an objective or a combination of both. It can be a point to be reached or a line of march to be followed in moving toward this point. But each goal must also be defined in terms of the expected performance of the system. In fact, any discussion of goals which does not include a statement of the performance expected from the system is so innocuous as to be irrelevant and makes the entire discussion meaningless. Statements of performance coupled with goals have the added advantage of helping to prevent a dichotomy from developing between the real and stated goals.

**SECOND PHASE: ANALYZING THE SYSTEM**

The analyst is now ready to begin the second phase of his study, preparation of a block diagram or system schematic, which outlines in a very general way the tasks performed by the system and the relationships which exist between the subsystems. This is the first level of definition and is, of necessity, very gross. For a library circulation system these boxes might be charging, discharging, searching, shelving, etc. Each box is then further subdivided into its appropriate tasks down to the procedural level, showing the movement of people and materials through all subsystems. This is accomplished by using flow process charts first and then by using flow decision charts.

Construction of the block diagram and the flow charts are the first concrete expressions of an analysis effort which up to now has been primarily a data gathering and intellectual exercise. Flow process charts enable the user to visualize at once the movement of a person and, for example, the distances traveled in checking out a book. The chart will also point out for the user how many times a book is “inspected” as it moves through a given routine. The flow decision chart, on the other hand, uses a different set of symbols and shows at what points decisions are made and how these decisions affect the flow of materials/people. In his charting, the analyst works at a very specific level where he is concerned with discrete entities capable of quantification in terms of how long, how many, how much, and how often. Indeed, his next task is to begin the quantification of these steps by carefully tabulating the number of times a given symbol was used on the flow process chart and the time necessary to move through these steps. Parallel with this effort, the analyst should be identifying activities and compiling these into a document known as a standardized activities list. It is also customary to document the levels of personnel performing these tasks.
Thus far, the analyst has dissected the system—in this case, a library loan desk—through the activities (charging, discharging, etc.) and procedures (how a card is returned to a book in the discharging activity) levels with all the components enunciated at each level. As he does this he also begins the timing of these component subsystems at the procedural or task level. At the same time, the analyst should begin the process of deriving costs by determining what are the real wages (direct + indirect/productive time on job) paid to staff in order that he may translate unit times into unit costs. When this exercise has been finished, the analyst can measure quantitatively the available alternatives, at least in terms of costs, and offer these to the decision-maker for review.

There still remains the difficult problem of evaluating intangibles—those factors which cannot be quantified, such as convenience, availability, prestige, etc.—and if the cost studies have been close, intangibles become crucial to the decision-making process. Intangibles will add support to a program only when definable costs can actually be used to demonstrate a more efficient operation. In other words, the intangible factors can only be used to buttress an argument and never as the sole reason for modification of a system, experience and intuition aside. The point is that more subtle techniques of quantification must be used before funds can be invested in any change which intuitively appears to yield better results.

**Third Phase: Design of the System**

The next phase, systems design, usually follows when the analysis efforts have been completed and carefully digested. In theory, these steps should be discrete. In actual practice, however, they seldom are, for the design efforts will often overlay the analysis studies. Usually design consists of a modification of the existing system—a rearrangement of the components in the old system—but with possible additions or deletions modifying any or all inputs of the resources discussed earlier, and always within the context of the systems goals.

**Fourth Phase: Implementation and Evaluation of the New System**

The final phase begins with the implementation of the prototype system and its test/evaluation. This is often the most expensive single phase and its success depends on all earlier phases being in a state of completion. Up to this point the entire process has been a recursive one of dividing, measuring, charting relationships, defining, then repeating the whole process of quantifying the characteristics of the component systems, charting relationships again, and repeating the cycle. Because of economic constraints, however, the implementation and prototype phase cannot always be repeated easily. Therefore, it behooves the analyst to work with meticulous care once this phase of the systems effort has been entered. Another point which should be brought to the reader's attention here is that first-time processing costs, procedures, etc., are normally atypical and cannot be judged to remain constant throughout the life of a system. These are not the nonrecurring costs normally associated with the activation of a system, but those unit costs and unit times which would normally be expected to remain constant throughout the life of the system. The first complete operating cycle is never typical, no matter how carefully the planning and design work was done. There is always the problem of the unforeseen, and no analyst, no matter how good, is ever able to plan for all contingencies.
CONCLUSION

Hopefully, the reader now has a better understanding of the intricacies and nuances inherent in systems work. It is obvious that such work is a prerequisite to library automation, but it does not necessarily follow that automation will automatically succeed the systems efforts. Indeed, the study can easily indicate that library automation is not appropriate given the existing resources of time, money, staff, or space. In essence then, systems work is a method—part science, part art—whereby one determines the correct balance between constraints and the resources necessary to realize predetermined goals, and leads to the establishment of realistic priorities based upon a thorough understanding of the total system being studied and its relationship to all other systems having a common interface.

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INTRODUCTION

This article continues the semiannual series originally edited by Constance M. Winchell. Although it appears under a byline, the list is actually 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 foreign works of interest to reference workers in university libraries, it does not pretend to be either well balanced or comprehensive. Code numbers (such as AA71, 1DB4) have been used to refer to titles in the Guide to Reference Books and its supplements. 2

BIBLIOGRAPHY

Catalogo dei libri italiani in commercio, [v.1-]. Milan, Associazione Italiana Editori, 1970-. (v.1, 864p., $27.50) 71-19147.

As part of its centenary celebration the Associazione Italiana Editori has issued a new Italian “books in print” listing 52,000 works published in Italy and currently available from 341 Italian publishing houses. Material is arranged by author and by title. Entries in both author and title sections are identical, derived from information supplied by the publishers. Entries are fairly full, giving author’s name, title, edition, date, size, pagination, price and publisher; in some cases data on illustrations, maps, and number of printings are also indicated. A list of publishers’ addresses is included.

Some details may prove disconcerting to the Anglo-American user. There are no cross-references from secondary authors or from the less common variations of names: the user must be prepared to search “Descartes, Rene” under “Cartesio, Renato” and “Marcus Aurelius” under “Aurelio, Marco.” Corporate body proceedings are entered only in the title index under “Attì,” “Memorie,” etc. Plans call for the addition of a subject index “soon,” and for bringing the complete catalog up to date on a biennial basis. This would produce a more current record of Italian books in print than the Associazione’s previous effort, Catalogo collectivo della libreria italiana (Guide AA564).

—D.G.


Contents, 1970: v.1, Classement alphabétique par auteurs; v.2, Classement alphabétique par titres; v.3-4, Classement par sujets.

If it was “French Books in Print” that you ordered all those months ago, this is the publication you’ll be receiving. Despite the long delay (“Blame the computer,” the publishers seem to imply), this ambitious new work is no less welcome. It attempts to list French-language books in print throughout the world—some 15,000 of them from more than a thousand publishers in thirty-three countries in this first edition. Author, title, and subject (according to the main divisions of the Universal Decimal Classification) listings in separate volumes make for easy handling, but the subject sec-

1 Diane Goon, Rita Keckeissen, Georgia Lanzano, Eileen McIlvaine, Mary Ann Miller, Janet Schneider, Nancy Schroeder; School of Library Service, Evelyn Lauer.
tion does not seem sufficiently unwieldy to require division into two volumes. Prefatory and explanatory matter appears in English as well as in French. A list of publishers’ addresses is conveniently repeated at the end of each volume, as is an alphabetical list of “collections” or publishers’ series.—E.S.


Designed as a supplement to the National Union Catalog; Pre-1956 Imprints (Suppl. 2AA12), this is a cumulation of the fourth (1958-62) and fifth (1963-67) supplements of the National Union Catalog (Guide AA65), plus the register of additional locations appended to the fifth supplement. (1956-57 imprints, it will be remembered, were repeated in the 1958-62 cumulation, making this a continuous record.) To be in 120 volumes, the set will be welcomed by librarians not only because it will reduce searching time, but also because it is particularly well designed. Each entry is provided with an identifying number for easy reference. Information from the register of additional locations has been incorporated into the volume in which the entry occurs, and the existence of additional locations for a given entry is indicated by a star, eliminating unnecessary checking. As a further aid a list of library symbols is included at the back of every volume. Coverage of materials in non-Roman alphabets is the same as in the original sets.—N.S.

INTERLIBRARY LOAN


Let’s make this one a best-seller! For too many years, not only the bulk of the interlibrary lending, but the burden of verifying and “unscrambling” bad citations have rested with the large research libraries. This little guide could go far toward placing the borrowing privilege in its proper perspective and toward making the entire interlibrary loan process a more efficient one. The national code is reproduced and fully annotated; instructions for both borrowing and lending libraries are carefully spelled out; photocopy, copyright, and reprint problems are considered; and attention is given to such matters as requesting locations from the Union Catalog Division of Library of Congress, teletype requests, and dissertations on microfilm. The Manual should, at some point, be required reading for every library school student as well as for every librarian now involved in interlibrary loan work.—E.S.

JOURNALISM


Taking over from the late Warren Price, Mr. Pickett here presents an annotated bibliography of nearly 2,200 items. The volume forms a supplement to Price’s very useful bibliography, The Literature of Journalism (Guide AG40), but differs from the parent work in arrangement: it employs a main-entry listing rather than a classed arrangement. A detailed index with liberal cross-referencing makes for efficient use. Some pre-1958 items not included in the original Price compilation have been added. With its many references to histories of individual magazines and newspapers, biographies of journalists, and works on varied aspects of journalism and news media this makes a valuable addition to the reference collection.—E.S.

DISSERATIONS


Add to the growing collection of dissertation bibliographies these two useful lists. Both are international and interdisciplinary in scope. The Dickson and Dossor bibliography includes master's theses as well as doctoral dissertations, and employs a geographical arrangement (with some topical breakdown) within four principal divisions: Oceania, Melanesia, Micronesia, and Polynesia. Cut-off date for entries was June 30, 1968; there is an author index.

Shulman's list includes nearly 2,600 Western-language dissertations from the long period indicated. A classed arrangement is used, with author and institutional indexes. The work is effectively supplemented by a broader, quarterly listing of dissertations recently completed and in progress which Professor Shulman compiles for the Newsletter of the Association for Asian Studies. This list covers the whole of Asia, and first appeared in the Newsletter for May 1969.—E.S.


Contents: v.1, Mathematics and Physics; v.2, Chemistry; v.3, Earth/Life Sciences (in 2v.); v.4, Psychology/Sociology/Political Science; v.5, Social Sciences; v.6, Engineering; v.7, Education (in 2v.); v.8, Communication/Information/Business/Literature/Fine Arts; v.9, Author Index. (Specific volumes may be purchased separately.)

Cumulated indexes are always welcome reference tools, and this new example, incorporating the virtues and vices of computer keyword indexing, will be heavily used. The “principal words in each title” provide the terms under which dissertations are listed, chronologically, within the broad categories used in DAI and its predecessors. Given in each listing are title, author, university, reference to the abstract, and order number. This information is complete in multiple listings.

The “Comprehensive Subject Index” in each volume supplies cross-references for coverage of a subject, and the “How to Use the Index” section of the prefatory material should be read. Typical of the computer indexing problems that confront the user are these: In the author index the appellations “Jr.” and “Sister,” when they follow a comma after a surname, themselves file as given names, thus making it easy to miss the name sought. In other volumes a keyword preceded by quotation marks files in an alphabet printed before the alphabet of keywords without quotation marks. Running heads are for keywords only, and do not include category or subdivision, so that constant reference must be made to the table of contents. Less serious for the searcher, but marring the index as a whole, is the great quantity of useless listings. For example, persons as subjects are found listed under forename and middle name as well as under surname if all three are in a dissertation title. Eleven listings were found for one dissertation in history when four would have sufficed. This feature, minimized by the editors, partly accounts for the enormous length of the work and presumably for a share of production costs and selling price.—R.K.

PHILOSOPHY


This bibliography offers an interdisciplinary approach to research in ethics, relating ethics to fields whose subject matter involves ethical questions—economics, law, politics, and sociology. The chapter dealing with each of these fields is subdivided into general and special studies, and further subdivided by period, country, individual, and bibliographical format when these are applicable. Since the author has directed his work toward English-speaking students, books and articles in English predominate; those in other languages are listed separately, and available English translations are indicated. Although ethics is the field in which the compiler appears most at home, the chapters on economics and politics seem almost equally strong; that on sociology less so.
As a basic bibliography for English-speaking students, Philosophy succeeds admirably, with one major exception. Its focus on the western world ignores developing “Third World” peoples; racism is equated with Aryanism, and the latest imprint noted for African sociological sources is 1936. Addition of a detailed subject index would have facilitated the location of such entries as “Atom Bomb” and “Birth Control” under “Ethics—Special Questions.” Such improvements would make more valuable a bibliography which is informative and pleasurable to consult. The study of ethics should be a vigorous and rewarding pursuit, and Professor Matczak has done much to make it so.—D.G.

RELIGION


Dr. Harvey has produced for the layman a very workable gloss to the New Testament of the New English Bible. It attempts to provide cultural, historical, literary, and theological background to the bare story line of the Gospels, the Letters of the Apostles, the Acts, and the Revelation of John. Arrangement is in order of precedence in the New Testament, and then line by line; thus the work is rather more a gloss than a “companion.” Subject approach is through the index, which includes such topics as “personified evil” and “irrational element in conduct.” The work is obviously better suited to the user who wants explication of a particular passage than to one who would like information about a topic such as the influence of Hellenistic thought on the Bible. Addition of a bibliography or bibliographic notes would have increased the value of this attractive and very readable guide.—G.L.


This atlas of more than 250 maps and diagrams, many in color, should be a valuable auxiliary to the study of church history. Plates depicting the growth of Christianity throughout the world range in coverage from Palestine in the time of Christ to contemporary ecumenical developments. There are maps of locations of institutions and of church membership; plans of cities, famous churches, and monasteries; and charts of overall organizational structure of many Christian churches. Signed commentaries of some length, written by specialists, provide historical background, identify authorship or source of the map, and offer bibliographic references. The commentaries, serially numbered to correspond to the places, precede illustrative matter so that reference from one section of the book to the other is necessary. The index of place names on the maps (but not the charts or commentaries) should prove useful.—R.K.


A kind of “spin-off” from the NUC publication project, this volume brings together all the main and added entries for the Catholic Church with all organizational and form headings (about 16,000 entries) from volumes 99–100 of the National Union Catalog, Pre-1956 Imprints (Suppl. 2AA12). Providing as it does full bibliographic information, cross-references, and library locations this should prove a useful bibliography for the smaller, specialized library or the department library which does not subscribe to the complete pre-1956 catalog. (Such purchasers may experience occasional frustration, however, since cross-references to other volumes of the full catalog are included.) A table of contents, similar to the guides at the beginning of extensive categories in the British Museum Catalogue, would have facilitated use.—E.S.

LITERATURE


As the catalog of a renowned and extensive Shakespeare library, this work will be welcome in academic reference libraries. It contains all the major and numerous minor editions and translations of Shakespeare's works, as well as an immense body of criticism from all dates and countries: "the literature on Shakespeare's life, the places and times in which he lived, his friends and contemporaries, his sources and influences, the theatre and the court have been brought together into an unexcelled archive."—Intro. The number of volumes in the library is about 40,000, including, interestingly, some 1,200 items representing the various authorship controversies.

The desirability of publishing such a catalog is undisputed, particularly in view of the many analytics. Unfortunately, however, usefulness is marred by the circumstances of the original catalog itself: the division of pre-1932 and post-1931 accessions, the varying format of those two divisions, the lack of standardization of entries, and the limited bibliographic information for the earlier accessions. All these factors make for an idiosyncratic catalog, but the alternative—recataloging, reformatting, and unifying—would have delayed publication indefinitely and made it prohibitively expensive. Librarians will have to study the introduction to familiarize themselves with variations and peculiarities, but having done so they will find this an especially comprehensive tool.—G.L.


Marietta Chicorel, ed.

Contents: v.1, Plays in print available in the English language. $20.75.

Despite lamentable editing this new play index can be useful to the general reader and the librarian. Covering some 2,000 plays, it lists each by author, title, editor, and anthology or periodical title, all in one alphabetical sequence. The inclusion of collections by a single author is of real value. Complete imprint, as well as price of hardbound and paperbound editions, appears in each entry. Subject approach is provided by an index of subject indicators for national literatures, historical periods, and genres. Unnecessary lists of authors, editors, and play titles are appended, as is a useful list of publishers with addresses.

The introductory matter states that approximately 500 anthologies are covered by 8,500 entries, but whether this refers to the present volume or to the completed set is not clear. Future volumes will list plays in European languages, plays on discs and tapes, and a "guide to the most comprehensive retrospective working collection" (p.xiv). The last description is not explained, and no schedule of publication is mentioned.—R.K.


That the need existed for a good English-language guide to Hispanic literary studies is without question; that this manual answers the need is very much open to question. Much good and useful information has been brought together here, particularly in the sections on the national bibliography and literature of individual Spanish-American countries, but confidence in the work is undermined by erratic listings in the earlier, general sections. One scarcely expects, for instance, to find the Index Generalis or the World of Learning in a section of general bibliographic guides, but more disturbing is the misinformation found in annotations of numerous standard works. (Constance Winchell probably would be as much surprised to find her Locating Books for Interlibrary Loan listed here as to learn that the 8th edition of her Guide follows a Dewey arrangement.) New editions and supplements are missed with such regularity as to suggest compilation of early sections five or more years ago, without proper updating; frequency and cumulative aspects of continuing series are often ignored or misleadingly noted. A carefully revised and corrected edition of this manual is greatly to be desired.—E.S.

Foster, Ludmila A. Bibliography of Russian Emigré Literature, 1918-1968. Boston:
G. K. Hall, 1970. 2v. $60.

Originally submitted as a doctoral dissertation at Harvard, this bibliography lists creative literature, memoirs, criticism, and diaries written by Russian émigrés and published outside the Soviet Union. Both books and periodical articles are included; omit­ted are published correspondence, translations into foreign languages, and newspaper material. Arrangement is alphabetical by author, then by form. Citations to bibliographies and biographical material are given when possible. Indexing is by name and genre. One must be grateful to the compiler for having produced the only comprehensive bibliography of Russian émigré literature, an elusive body of writings fraught with such problems as the wide use of pseudonyms, mimeographed publication, serial publication of novels, and so on. Since the bibliography will be indispensable to specialists, then, it is unfortunate that its highly idiosyncratic bibliographic citations and its undifferentiated typography (a reproduction from typescript) make it so dif­ficult to use. A supplement is planned for 1974.—N.S.


To his invaluable list of articles from the first half of this century (Guide BD205) Professor Leary has now added this supple­mentary volume covering the 1950–67 peri­od. The quarterly checklists of articles appear­ing in the periodical American Literature form the basis of the work, but there are numerous additional listings, including a few corrected citations from the earlier volume and an occasional pre-1950 item which was omitted from that publication. The editor notes that, in comparison with the 1900–50 compilation, this work is both "more inclusive (principally of articles appear­ing in foreign periodicals) and more selective (in assumptions by the compiler of the value or usefulness of some articles).—Intro­d. There are again two main sec­tions: listings of articles on individual au­thors followed by a section arranged under topical subject headings. This is a long­awaited and very welcome bibliography.—E.S.


This “ordered list of bibliographies and bibliographical tools that provide information on particular authors, works, and top­ics” (Pref.) is the product of an informal at­tempt on the part of the compiler to deter­mine the quantity and the variety of forms of American literary bibliography. The work is divided into four basic parts—bibli­ography, authors, genre, and ancillary—and includes books, essays, and periodical arti­cles. The “ancillary” section includes tools for biography, foreign criticism, music, printing and publishing, and other related topics, thus broadening the scope of the work to the extent that is is of interest to students of American civilization. An index of authors, titles, and authors as subjects is provided. Rather than being cross-refer­enced, the complete citation is repeated in each appropriate category, making this an especially convenient tool for the student who wants to find material on an individual author or a specific topic.—J.S.


Originally compiled at the University of Hawaii as part of the library’s service to theater communities in the state, this is a useful list of some 4,000 plays in ninety­seven English-language journals published from 1900 through 1968. Main entry is by play title, arranged alphabetically, with au­thor, length of play, cast requirement, and full bibliographical information given. Au­thor and cast analysis indexes add useful­ness.—R.K.


Meant to be used with Dr. Tezla’s 1964 publication, An Introductory Bibliography
to the Study of Hungarian Literature (Guide BD872b), this is an expansion of the "major authors" section of that work. It provides as complete a listing as possible of first editions of each of the 162 authors included, as well as many later editions and important bibliographical, biographical, and critical materials relating to them.

A list of abbreviations, symbols, and Hungarian terms used precedes the main body of the work, which is in two parts: the first covering 1450 to 1945; the second, 1945 to the present. There are five detailed appendices: (1) a bibliography of studies on Hungarian literature published from 1960 to 1965, supplementing the citations in the Introductory Bibliography; (2) an annotated list of literary awards, societies, newspapers, and periodicals mentioned in the text; (3) an annotated list of scholarly periodicals with location symbols; (4) a list of all the authors treated, arranged by literary period; and (5) a list of location symbols and libraries. There is an index of authors, translators, compilers, and editors. As in his earlier bibliography, Dr. Tezla has incorporated the highest standards of accuracy and detail, creating a unique reference tool for the study of Hungarian literature.

—E.L.

Fine Arts

Khudozniki narodov SSSR; biobibliograficheskii slovar'. Moskva, Izd. "Iskusstvo," 1970-. v.1-. (In progress)

Contents: v.1, Aavik-Boiko. 4r.

When completed, this work will consist of six volumes containing 20,000 entries on the painters, sculptors, graphic and decorative artists, theater and movie designers, and architects, both native and foreign, who worked in the Soviet Union's republics from ancient times until the present day. Arranged alphabetically, it is compiled by a team of scholars, and draws on information from earlier, less comprehensive compilations. Each article contains a short account of the artist's creative life and a comprehensive bibliography. In v.1 the cut-off date for bibliographical citations is 1964, but this will be more recent for later volumes. Artists known only by initials or nicknames will be treated in the last volume. An abbreviations list and a bibliography of works frequently referred to in the individual bibliographies complete the first volume of an attractive reference tool which, in its entirety, will be the first fully realized compilation of its kind for Russian art.—E.L.


Designing both as an introductory handbook to the visual arts and as a guide to further study for the general reader, this is a welcome addition to the Oxford Companion series. Articles, factual in content and written by experts for the nonspecialist, cover the fine arts of all parts of the world from earliest times to the present. Entries for artists, schools, periods, styles, themes, techniques, graphic processes, and surveys of national or regional art appear in one alphabetical sequence. Excluded are theater, cinema, dance, and practical arts and handicrafts, except insofar as these latter are important for understanding artistic development. Illustrations, characterized by the editor as "sparse" although they number in the hundreds, were chosen "to give visual clarification of some technical point . . . in the text" (Pref.) without any attempt to make a picture book of the work. Articles do not themselves carry bibliographies, but reference is given to pertinent works in the extensive list of books that concludes the volume and which is intended as a guide for further study. Entries are unsigned; a list of contributors is given. Cross-references add to ease of use. Typeface is small, the double-column page well designed and easily read. Recommended for reference collections large and small.—R.K.

Education


This glossary represents the first step in
a project underway at UNESCO to investigate and compare the various degrees and courses of study offered on the secondary and university levels in all countries possessing systems of higher education. The ultimate goal of the project is to encourage international cooperation in the development of higher education, but any student contemplating study in one of the forty-five countries covered should find this volume useful for determining foreign degree equivalencies. University admissions officers will find it similarly useful. The work is arranged alphabetically by country, and indicates for each academic degree the necessary period of study, prerequisites, required entrance or final examinations, and so on. Definitions are in French, but an English translation is planned. There is a brief bibliography of works on higher education and an index.—N.S.

Sociology


"Current guide" aptly describes this handbook which was originally compiled for quick reference use by newsmen, and which "is intended to be a useful book, not a definitive one" (Foreword). An alphabetical directory of individuals and organizations fills the first half of the book, most of the persons included being black. Four appendices follow: (1) Congressional voting records on civil rights bills from 1960-1968; (2) List of states with civil rights laws and state agencies with civil rights responsibilities; (3) Civil rights chronology, 1954-September 1970; (4) Leading black elected officials in the U.S. Finally, there is a select bibliography of books relevant to the civil rights struggle of the last fifteen years. One hopes that this guide will appear in frequent new editions.—M.M.


The concept of poverty has come to mean more than just inadequacy of food, housing, clothing, and jobs: "Within the past ten years, we have come to recognize that poverty also comprises the gap between a man's dream and his daily life."—Foreword. Mrs. Tompkins' exhaustive, annotated bibliography of poverty in the sixties reflects this contemporary view. Various types of materials—books, periodical articles, government publications, dissertations, conference proceedings—from the fields of social welfare, education, health, public administration, sociology, law, agriculture, and economics have been included.

Entries are arranged by broad topics such as "What is poverty?" and "Aspects of life of the poor." Although each item is listed only once according to its major emphasis, the detailed author and subject index provides easy access from related headings as well as to the many analyzed readings. Congresses and symposia are indexed under the heading "conferences"; place names and topical headings such as acculturation, education, employment, and migrant workers are also found in the index. Researchers and librarians will be grateful for the several approaches. The thoroughness and usability of this bibliography will make it a "must" for both social work and general reference libraries.—J.S.

Mythology


A concise retelling of the stories surrounding the characters of Greek and Roman mythology, this handbook is intended as a companion for the layman's reading of the classics. Personal and place names, alphabetically arranged, constitute the majority of entries. Each major myth is told once in full under the name of one of its principal characters, and cross-references are made from other characters in the story. The author has attempted to combine varying versions of a myth into a single account, indicating breaks in the tradition. He has used as sources the best-known versions of
the myths, all of his citations referring to editions in the Loeb Classical Library except for the works of Hyginus. Because the traditional latinized forms of names are used in the text a pronouncing index of both the Greek and Latin spellings is appended.—M.M.

**Political Science**


The student of modern western government with a knowledge of German should be delighted with this compact guide to the government of West Germany. Arranged in alphabetical order with many cross-references, the signed articles were written by scholars of political science who have not only described the institutions and workings of the German political structure, but have tried to be critical and evaluative as well. Any resulting loss of objectivity is at least partially restored by adding bibliographic references at the end of the articles so that the reader may pursue his subject further. The compilers emphasize that they take responsibility only for the comprehensiveness of the work, not for any bias in the individual articles. January 31, 1970, was chosen as the cut-off date for the work. To complete its qualification as a true handbook the volume contains statistical tables, an organization chart of the Bundestag, and lists of government officials from 1949 to 1969, and makes easily accessible such matters as the order of business of the Bundestag and the duties and privileges of its members.—E.L.

**Atlases**


More than an atlas, this book is almost a layman’s encyclopedia in the fields of space exploration and astronomy. It contains basic information on the origin of the earth, moon, and stars, presented in short, well-written essays, and is illustrated with great profusion and beauty. In his foreword Sir Bernard Lovell compares this work to Mercator’s atlas of the sixteenth century, in that it attempts to chart a new world that we are about to explore in depth; thus it represents a field of great contemporary interest, and the atlas can be read cover-to-cover or referred to as needed. There are tables of stellar objects and their physical attributes, a glossary of astronomical terms, and an index. An “Introduction to the Heavens” provides a useful essay for the amateur astronomer, but in fact the entire book is a useful essay for interested amateurs everywhere, on all aspects of the universe.—G.L.


One of the most exciting and pleasurable publications of recent date is this *National Atlas* which appears after some eighteen years of planning. No matter what the interest—historical, agricultural, political, economic, climatological—there is a wealth of pertinent information in the 765 maps represented. Data and advice for the maps came from eighty federal agencies and some primary sources, with the source documents indicated to lead to even more information. The atlas is divided between “General Reference Maps” and “Special Subject Maps,” and there is an extensive index. The general section consists primarily of locational maps. Thematic or special subject maps, smaller in scale, picture all the various administrative units of the country (counties, judicial districts, civil defense areas, soil conservation districts, etc.), and indicate the “physical, historical, economic, socio-cultural characteristics of the country.”—Intro.

A great deal of planning and testing went into the physical composition of the atlas—the paper, coloring, binding, format—in order to provide for clarity, attractiveness, and durability. The editors have succeeded admirably except in one area: the maps which spread over two pages lose their clarity of detail at the binding. The Geological Survey plans completely revised
editions to be issued periodically rather than loose-leaf replacement sheets to keep the atlas up-to-date.—E.M.

HISTORY AND AREA STUDIES


As its subtitle indicates, this is a union list of items in Iranian and Turkic languages located in nine United States research libraries. It includes 3,350 entries for original and translated journals, newspapers, books, and pamphlets in all subject fields except science and technology. The bibliography’s particular strengths are in the areas of government and literature, with works from the 1920s and earlier periods predominating; in later years, Russian Communist dominance suppressed the voice of the Soviet Eastern nationalities.

Arrangement is alphabetical by language, subdivided by subject fields. Standard bibliographical information is given, plus library locations, specific issues of periodicals held by a given library, and indication of the alphabet from which the entry was transliterated. The preliminary and final sections indicate the breadth of scholarship involved in compilation of this work. The introductory essay, "Research on Nationalities of the Soviet East," is an informative survey of the new trends of American scholarship in this area, including discussion of American library resources for such research and the problems in the acquisition of research materials. The concluding section is a set of transliteration tables for the twenty-six Iranian and Turkic languages, with their eighty-six alphabets and six writing systems.—D.G.


So long a time has passed since the initial appearance of this bibliography (Guide DC110) it seems unfortunate that the new edition should be almost ten years out of date on publication. The cut-off date is mainly 1962 for books and 1958 for periodical articles, although selected items of later date are listed in both categories. Professor Keeler’s edition represents a complete revision, expansion, and updating of the Davies volume; there are 4,350 numbered items, plus many additional references in the notes and annotations. The work was issued under the direction of the American Historical Association and the Royal Historical Society of Great Britain and will, of course, be the standard bibliography for this period of British history for years to come.—E.S.


By means of questionnaires, telephone calls, and personal interviews, workers at the Race Relations Information Center of Nashville have assembled a directory of “organizations and institutions in the United States holding materials which document the history and experience of black Americans.”—Pref. Institutions and organizations range from colleges and universities to government agencies, from civil rights programs to radical and extremist groups. More than just a listing, this book describes the collections and points out special source materials—manuscripts and documents—in each repository. Entries are arranged by state and by city, then alphabetically by name of institution or organization. Each entry gives the fullest possible information: address, person to whom enquiries should be addressed, statement of purpose of the organization, and important publications. An index provides reference by subject, person, place, or institution.

American historians will find the compilation extremely helpful. The addresses, descriptions of contents and guides to collections, and the location of specific papers open many resources virtually unknown or previously discovered only by great investment of time and energy, or by sheer luck. The compiler and the publisher are to be complimented for having produced a very usable and needed reference work.—E.M.

The editors have here attempted to summarize the essential facts of world history since 1760. The work is composed of two major parts: a basic chronology and a topical chronology. The former relates political, military, and diplomatic history within the following categories: The Democratic Revolution in the Western World, 1760-1825; The Asian and African Worlds, 1760-1870; The Age of Western Nationalism, 1789-1914; The Age of Imperial Rivalry, 1870-1914; The Era of World War, 1914-1945; The Postwar World, 1945-1968. Economic, social, and constitutional history are treated in the topical chronology under the sections entitled “Economic Development and Technology in an Age of Revolution” and “Government and Society in an Age of Revolution.” In addition, the history of science and of thought and culture are capsulated in the sections on “The Revolution in Science” and “Thought and Culture in an Age of Revolution.” The more limited period of coverage aside, it is these latter sections which probably most distinguish this volume from Langer’s Encyclopedia of World History (Suppl. 2DA5).—J.S.


In view of frequent revisions and updatings of Carruth’s Encyclopedia of American Facts and Dates (Suppl. 1DB4) and Morris’s Encyclopedia of American History (Suppl. 1DB6), plus the recent appearance of the Oxford Companion to American History (Suppl. 1DB5), one cannot but question the need for this work. Grant, however, that the editors have combined characteristics of earlier works with some new features and have come up with a fairly attractive package.

The work is in three parts plus an index. Part I comprises a chronology of events (1492-1969), with excerpts from contemporaneous documents, speeches, letters, etc., appearing in parallel columns. These excerpts, unfortunately, are not always precisely identified. Part II offers a section of tables and maps (many in color); and Part III contains biographies of more than a thousand notable Americans, including some living persons. Most sketches run about a column or more in length and they constitute one of the outstanding features of the work. While not an essential purchase for libraries holding similar handbooks, the volume recommends itself for the home library or the student’s personal reference shelf.—E.S.
Editor's Note: The response to the March issue editorial, "Can Academic Libraries Afford CRL," was resounding. Seventy-seven letters have already been received at the editorial offices. All support the continuation of CRL and over 95 percent, the continuation of CRL News. Fifteen letters were selected by the leadership of ACRL to illustrate the issues which concerned those who responded. These letters have been distributed to academic librarians serving on the ALA Council. The letters will appear in the September issue of CRL.

To the Editor:

Bob Carmack and Trudi Loeber of the University of Nebraska Library wondered if the findings of their study on the reserve system are unique, or if they are true generally for all colleges and universities ("The Library Reserve System—Another Look," CRL 32:105-09 (March 1971). It is my observation that the results of their study are not unique.

For the past ten years the librarians at Stanislaus State College have attempted to keep the reserve system simple and the RBR collection as small as possible. Reserve book cards which show the amount of use are sent to faculty members at the end of each quarter. This has helped to keep the RBR collection under control. Nevertheless, a few faculty members continue to place on reserve materials that are never used. A survey at the end of the Winter Quarter 1970 revealed that 37 percent of the RBR collection had not been used. We reported the results of this survey to the faculty, requesting their cooperation in not placing on reserve books that may have little or no use, pointing out that it would have been better to leave those unused titles in the general collection for possible use by browsers and to save the efforts of both the faculty and library staff. This report may have contributed to a decrease in unused RBR materials as found in the results of another survey just completed. Reserve materials that did not circulate during the Winter Quarter 1971 were only 16 percent, compared to 37 percent in 1970. Regardless of this improvement we believe that there is still need for vigilance and for continuous reporting of unused materials to the faculty concerned.

J. Carlyle Parker
Head of Public Services and Assistant Librarian
Stanislaus State College
Turlock, California

To the Editor:

The letter by J. McRee Elrod in CRL, March 1971, p.145, about the University of British Columbia's computerized circulation system, illustrates perfectly my contention in the May issue that the computer is a brain-devouring God. Elrod, as those who know his work can testify, is one of the fine minds in technical processes, one who questions every aspect of everything. Yet before the computer, he questions nothing about anything; he flops down on his knees before the Golden Calf and out fly his brains. Viz., it obviously is not the computerized system that saves the borrower from filling out charge slips, but the borrower's card typed for each book in the collection before the system was put into operation. This new big deal goes back to the beginning of the century, and is used in elementary school libraries with charging machines, all of which clear the borrower faster than the computer charger.

Although it is an article of faith at UBC (a remarkably fine library, by the way, despite these reservations) there is absolutely no evidence at all that the computerized circulation system "has encouraged greater use of the library and its resources." Dur-
ing the five-year period that indeed saw a spectacular increase in circulation, other radical changes occurred at UBC, which, among other things, broke loose a number of finely conceived subject branch libraries from a totally forbidding central library to locations dead central to the disciplines served. Hofstra can match UBC’s circulation rise, with a manual system that is not working to our satisfaction.

There is no evidence that “loan information is recorded more accurately.” Like most computerizers, UBC lacks a basis for comparison since it did not analyze the manual system that preceded the computer. Nor have they analyzed the accuracy of the present system, although this takes only a checking of the print-out against the stacks. Everyone just assumes that a computerized system has to be more accurate. But for half a year I listened to computerators complain about how much garbage had piled up in their data files, with no one eager to empty it out. In addition to human errors, this machine keeps getting out of order in minor ways.

The 1,300-page print-out of three months’ circulation is very useful, although we can seriously question some of the factors in the data assembled. The obviously significant factor, the number of holds on a book out in circulation, has been used for duplicate purchasing in small libraries from time immemorial. But the assumption here is that only the computer can provide the total analysis of three months’ circulation. This can be done by hand at a fraction of the cost of the computer system. If such data are to be analyzed only once a year, the cost of the system is clearly not justified.

So how far is Mac ahead of the little library I once saw where the librarian charged out books by hand on brown paper squares torn from kraft bags? And what does it cost him? Or shouldn’t we question?

Ellsworth Mason
Hofstra University
Hempstead, New York

To the Editor:

Certainly there is truth in Mr. Mason’s cutesy diatribe-harangue against THE COMPUTER (CRL 32:183–96, May 1971), but apparently he fails to comprehend that when he damns that maligned machine, he damns man himself. The computer, or any other machine or device, is an extension of man and is merely performing as it was designed and programmed. Any muddle, mess, or mischief caused by the machine is a reflection and magnification of the man controlling it.

When one learns (from an article in another library journal) that Mason based his revelations on a two-months’ study of the literature and a tour of only ten large research libraries, one knows immediately that his sweeping generalizations and conclusions are based on limited knowledge and information. One also has a feeling that he approached his topic with a closed mind.

Now that he is absolutely positive that there is no future for the computer in the library (just as it was certain earlier that there would be no place for the typewriter in the library), perhaps he can retire to his obviously perfect library and let some of us get on with the job of at least trying to force the library to cope with some of the technological problems facing it.

John B. Corbin
Doctoral Student
Library Systems Management Program
School of Industrial Engineering
University of Oklahoma, Norman
BOOK REVIEWS


Singapore probably has library services and book industries more nearly adequate to its needs than any other sovereign nation between Japan and the Mediterranean Sea. Indeed, it may have excess capacity at both ends of this bookish spectrum, as Cecil Byrd’s new book ably attests.

Dr. Byrd wrote this volume for the National Book Development Council of Singapore while on sabbatical leave from his regular post as university librarian at Indiana University. His extensive previous experience both as a book and library surveyor specifically, and as an intrepid Southeast Asia hand generally, qualified him well for the task, and his report is a creditable piece of work.

Singapore is a tiny tropical island of 225 square miles in the Malay Straits. Vacated by the British less than a decade ago, and separated from the Federation of Malaysia only five years ago, its two million inhabitants speak four major languages—Chinese, English, Malay, and Tamil—plus a host of minor ones. Yet literacy may be as high as 75 percent since good schooling is available and used in each of the four language streams, and book activity of all kinds is vigorous and extensive. This book describes it comprehensively.

In the area of printing, publishing, and bookselling Dr. Byrd records the dimensions of the book, periodical, and newspaper markets. He analyzes the use of textbooks from elementary grades through the university to adult education needs. He studies importations of paper and books and the economics of printing and publishing. He described less admirable characteristics of the industry: censorship and piracy, in particular.

The description of library activity in the Republic is similarly comprehensive. There are accounts of the resources, staff, plant, history, and prospects of libraries designed to serve the needs of Singapore’s six institutions of higher learning. (The University of Singapore library holds a half million volumes.) The author finds that, as in so many other places on the globe, school library service is in greatest need of improvement. (There were in 1968 fully seventy-eight government-operated and forty-eight government-aided secondary schools with library holdings ranging from 450 to 59,000 volumes each.) Public library service is well rendered out of the National Library’s half million volume collections. There are several special libraries of note. Sixty-seven qualified librarians man the nation’s libraries and perform its bibliographic services, a number far greater than the per capita ratio of librarians elsewhere in Asia.

This book, however, is more than simply descriptive; it is also prescriptive. Its fifteen chapters are replete with pregnant admonishments. Censorship, avers Dr. Byrd, should be discontinued. Copyright laws should be passed. Centralized processing should be developed for school libraries. The proliferation of special libraries should be brought under control. And more.

As was said at the beginning of this review, the volume documents an excess capability in Singapore of both publishing and library expertise. The book industry has already recognized this phenomenon, and within the past eighteen months several Western publishers have effected liaisons with Singapore interests that foretell a huge expansion of the industry there. The library community might ponder doing likewise. Southeast Asia needs a strong regional library school, yet nationalism seems to mili-

Recent Publications
tate against upgrading any of the existing schools to such stature. The advanced stage of Singapore's library profession, however, her central geographic location, her multilingual base, and her seeming economic and political stability combine to create a favorable climate for such a school. Will the library profession be able to benefit from this excess capacity with as much alacrity as the publishers have shown? Time will tell.

This will be a valuable book for publishers, booksellers, and librarians with interest in the comparative aspects of their work or in Southeast Asian affairs.—David Kaser, Cornell University.


This book attempts to be what its title says it is, a volume of guidelines, not a how-to-do-it book. In the preface the authors state that “this book aims primarily to provide guidelines for library administrators and library systems analysis in analyzing and evaluating existing operating systems and in designing new or improved ones.” They then go on to state that “this guide is also adaptable for introducing library school students to the concepts of systems study in the library.” The authors refer the reader to other volumes when discussion touches methodologies such as time study, sampling, organization charts, etc. There is also much internal cross-referencing which sometimes makes the volume inconvenient to use.

This volume has had a long genesis, which its authors readily admit. It began as the proceedings of an institute held at Rensselaer in the mid-60s; parts of it afterward were used at a preconference tutorial for the American Society for Information Science; and parts were published as a portion of a LARC report; finally, portions appeared in the ALA volume, *Library Automation: A State of the Art*. Many changes have occurred of course since these original attempts, but the concepts discussed all have their bases in an analysis done at Rensselaer.

The needs and advantages of systems studies are well delineated and defined. The multiple authors may be the reason one feels unevenness of treatment of certain portions. Chapter two, "Planning and Conducting and Systems Study," is particularly pertinent and well written. However, even here, that unevenness can be seen. The chapter begins with "In the Introduction the causes of the increased complexity in libraries have been given in some detail." Although it may be a matter of relativity, when one turns to the introduction (five pages long), the reader is given four reasons: (1) The increased quantity and sophistication of the demands of library users (twenty-four lines); (2) The substantial increases in library book funds (fourteen lines); (3) The increase in interinstitutional cooperation (twenty lines); and (4) The shortage of professional librarians (six lines). The data used and assumptions made seem based on 1965-66 and earlier data and are extrapolated on a straight-line basis which is contrary to the economic world of today. We wonder if the person who handled Chapter two read the introduction?

The volume states that the necessity of studying and improving on-going systems is necessary in and of itself, and does not necessitate commitment to mechanized or computerized solutions, yet the trend that systems analysis studies will aid in justifying computerized or mechanized solutions is felt throughout the book. The aforementioned feeling is emphasized by the use of nonconventional expression for library functions: “library functions in the framework of two major types of systems: the data processing and the informational. The data processing system may be defined as the organization and the methods involved to perform operations necessary to effect the form or content of information needed to satisfy the library’s management requirements and goals.” Then the word data processing systems is used throughout the book within this context. However, the reader must remain aware of the authors’ definition lest he be misled.

The library is still modelled in the traditional linear form although displayed in the form of intersecting circles as if they were Venn diagrams. This concept of the
total library system is expanded in the text between the display in figures 1-2 and 11-1.

Many subjective statements are made which contradict the authors' contention of the precision inherent in systems studies. For example: "The total systems concept is more completely and successfully implemented in terms of preciseness and timeliness of needed information through machine methods than by laborious economically unjustified, and error-prone manual methods." (p.12-13); "Although formal time-study techniques are applicable here, standard rates can be approximated with a high degree of validity simply by subjective observation." (p.57); "Time and motion and use studies may be required for definitive answers but initially considerable reliance can be placed on the interviewee's estimates of time taken in processing the input and the observed frequency of consultation and the extent of the usefulness of the proofcard file." (p.74, 77)

There is a great emphasis on the use of forms and their completion. But only the forms used in the Rensselaer study are shown as the examples of the kind to use, with little consideration being given to forms analysis and design. The chapter on flow-charting is replete with diagrams, some containing closed loops. It is debatable whether the chapters on the case studies and on how to write the reports are necessary, or whether they are being used as filler.

The volume has some typographical errors, the most glaring of which is in the chapter heading of flow charting. There are twenty-one pages of forms and nineteen pages of flow charts in the text.

The volume lacks discussion of error tolerance, of constraints imposed by the system, of other newer systems analysis thoughts such as probability analysis, utility theory, and queuing theory.—Henry Voos, Rutgers University.


Besides the usual updating, two things are new about the ninth edition of this standard international bibliography of the book trade and librarianship. First of all the publisher has attempted to reach a wider audience by providing bilingual title page, preface, table of contents, and headings. Unfortunately, the English translations are abominable and do a grave injustice to an otherwise fine bibliographic effort. Book selectors should not be put off by the poor English—the sloppiness here is not symptomatic of the rest of the work. Furthermore, the excellent organization of the material does make this bibliography useful so long as the reader has at least some knowledge of German.

The second new feature is the inclusion of a large section devoted to information science. In the past, material was divided into three groupings: book trade, librarianship, and book production. Now the category of documentation or information science has been added.

The material in this bibliography is entered, within the four large categories mentioned above, under 102 separate subject and form classifications. This classified arrangement is supplemented by an author index, an alphabetical listing of all periodicals, and a directory of publishers with their addresses. Publishers are entered alphabetically under country. The countries are also listed alphabetically, so it becomes important to know that Hungary is Ungarn, Cuba is Kuba, and Austria is Österreich in German.

This ninth edition contains some 5,250 citations, down considerably from the eighth edition published in 1967. The current volume is more useful for acquisitions purposes, however, because all monographic works published prior to 1965 have been eliminated. Most entries provide author, title, place and date of publication, and name of publisher. In many cases frequency, collation, and price are also included. To utilize collation and frequency information, knowledge of German bibliographic abbreviations is necessary.

In any large international bibliography there are bound to be errors, and this reviewer found quite a number, particularly among American publications. But because American users are unlikely to need the work for U.S. publications, this is not a serious drawback. The work is bound to be
useful for anyone engaged in research in librarianship or book publishing.

R. R. Bowker Co. is advertising this work as the International Bibliography of the Book Trade and Librarianship, a much better English title than "The Literature about the Book—and Librarianship," which was the title provided by the publisher, Verlag Dokumentation. The ads are misleading, however, because it is not made clear that this tool requires some knowledge of German to be useful. Incidentally, this particular work comprises volume two of a ten-volume series entitled "Handbuch der Technischen Dokumentation und Bibliographie."

—Guenter A. Jansen, Suffolk Cooperative Library System.


E. I. Edwards is not new to the field of desert bibliography. His first desert bibliography appeared in 1940 under the title, *The Valley Whose Name Is Death.* Then followed *Desert Treasure* (1948), *Desert Voices* (1958), and *Desert Harvest* (1962). The present volume is an expansion of selected material which appeared in the author's previous works with additional material added, including periodical articles, pamphlets, and ephemera.

For each item presented in this publication the author has provided an annotation which is descriptive of the work and its contents. However, there seems to be little attempt to critically evaluate each item, and often the author's own personal reactions are included. The predominance of the items listed are historical or biographical with few entries in the sciences or natural history. Aside from these minor strictures, the work as a whole is not only delightfully interesting to read, but has a wealth of material which can be found in no other source on California desert lore.

The author is unquestionably familiar with his material. The annotations may discuss all or part of the book and in most cases are sufficient to let a reader know if he wishes to examine the work.

*The Enduring Desert* is not wholly limited to desert subjects, as there is an abundance of material on other western subjects, particularly the gold rush, mines and mining, railroads, etc. This non-desert material is easily accessible through the extensive index. In addition, a supplemental reference section lists books containing only incidental desert mention and a record of journals and diaries. The volume must also be classed as an example of modern fine printing for which The Ward Richie Press is often noted.

*The Enduring Desert* might best be described in the words of Russ Leadabrand from the foreword:

Readers . . . will find *The Enduring Desert* a rich and satisfying experience. There is material here for a hundred monologs on desert history, folklore and traditions. . . . Go now and enjoy *The Enduring Desert.* Read it at leisure as you would savor a fine wine or a rich steak. You'll find the rewards are without number.

—A. Dean Larson, Brigham Young University.


Establishing university campuses is a familiar activity in the United States; it has also been an academic preoccupation in Britain as discussed in this book. The "Plateglass" universities are institutions opened in the 1960s to make room for the rapid increase of students. Traditionally, few university degrees were earned in Britain, and in recent years efforts have been made to increase degrees by establishing new campuses and by grants to students.

The new universities are scattered about the English countryside. Most are near the coast, and some of the seven are near ancient cathedral towns or other historically important centers. They are the first universities to be established with government funds rather than private backing. They have been able to grant degrees from the start and have not been controlled by other universities. Differing from "Oxbridge" with medieval roots or "Redbrick" in the centers of the industrial revolution, the new universities have developed an architectural style and educational élan that the author feels is caught by the term "Plateglass."

The first years of an institution are the
experimental years in Beloff's view, and an early examination will reveal the developing character. Similarities are discussed first, with later chapters trying to detail the individual character of the schools. Residence is an important feature of all, as is evidence is an important feature of all, as is indicated by the choice of sites, and in this way they are more like Oxbridge than the civic universities. Lord Snow's concern for the two cultures has had its impact on the curricula which depart from the traditional British practice of narrow specialization. The author suspects that the innovative spirit may successfully contest the eminence of Oxford and Cambridge which has withstood previous challenges.

The lack of library collections in all the "Plateglass" universities is the most telling criticism in this book. A restriction of educational budgets has slowed building and equipment spending, but there is also a question of priorities. Beloff states: "The basic problem has less to do with a lack of sophisticated laboratory equipment than with a lack of that primary academic commodity—books." In spite of the experimentation, "one cannot draw a new map with blunt pencils."

Few aspects of life on the various campuses are missed. There is a wide variation in the organization of faculties. Student housing arrangements vary from almost random placement to close association in the college. Regulation of students differs as does student involvement in administration. Instructional programs may be tutorial, seminar, or lecture-oriented. Many ideas have been adopted or adapted from American experience. It is somewhat difficult to see each of these universities as unique as the author tries to do, but they have been allowed to develop freely in their own ways.

The problem of student unrest is given ample space and impartial coverage, although the author observes that some are at the university to learn and some to teach. This activity has had its effect on the support and acceptance of the new universities by the nation; much of the publicity has been sensational and has obscured their real academic progress. Still, Beloff feels that the dynamic qualities of these schools may bring a redefinition of the role of universities and a realization of the role of higher education in producing innovative individuals.

The author, an Oxford don with American teaching experience, develops a fascinating series of pictures which seem to catch the spirit as well as the facts. Some words and passages will be difficult for American readers not familiar with British higher education. Even though this is not a book of deep analysis of curricula and theory, it gives enough insight into the new universities so that the reader can understand their problems and potentials.—Jack E. Hibbs, Bowling Green State University.


This adaptation of an impressive dissertation seeks to trace the history of the United Nations Library "from its birth in 1945 to its maturity in 1961." The author says she "has attempted to answer nine questions which relate to the basic problems and divisions of the library." There is some question as to whether she has really answered the questions in the text though she has listed the questions and given a summarized answer in the conclusion. A sketchy history of the League of Nations Library in Geneva and UNICO Library in San Francisco is traced and gives important insight into the predecessors of the United Nations Library.

This work, very readable at times and very tedious at times, should be interesting to all librarians. Surely the time has arrived to give attention to how some of our important libraries have developed and grown. Perhaps it would be good also to examine some of these libraries to see if they have been performing commensurate with the investment of human endeavor. This book will certainly enable us to take a good look at all significant facets of the United Nations Library except performance.

The author often takes the reader to the brink of revealing the political machinations that have troubled the United Nations Library through the years, and then drops him. In other words, Dale seems more interested in being inoffensive than in reveal-
ing some of the hard struggles the library went through. Since the library has apparently succeeded so well in spite of the foibles of many important figures, perhaps it is just as well to let them sleep a while yet.

Though the print is poor and it is difficult to keep the continuity of people and periods, it is obviously a very useful work. The material is well documented and an excellent index enables the reader to locate most any subject that comes to mind. The two-part bibliography (one relating to the United Nations and one to the League of Nations) is not only very useful in this work, but will continue to serve future investigators for some time. Even the notes will be very useful in this respect.—R. Max Willocks, Syracuse University Library.


*The Black Librarian in America* is a collection of biographical essays by a group of outstanding librarians who happen to be black. Josey has picked the cream of the crop of black librarians to reveal their experiences during their professional careers as librarians. His criteria for selecting his contributors are not spelled out in the introduction or other parts of the book, but I dare say anyone can dispute the fact that these are some of the most prominent people in the field. These are the people who have made librarianship mean something to black people.

The book could have been titled *Black Librarians and Racism in America*. Throughout the work there is some account of the difficulty these librarians encountered because they were black, as well as descriptions of difficulties in their professional education, in providing library services, and in employment opportunities. A careful reading of the book should prompt some genuine soul-searching on the part of the profession. It could be used as a measuring stick in judging whether or not there has been any appreciable progress made in the field as it relates to blacks.

Though many of the autobiographies are self-laudatory, one can readily see the determination that these librarians had even with the odds against them at times. It was interesting to note that several librarians were encouraging young blacks to seek a future in librarianship in spite of the difficulties. Virginia Jones' encouragement by Florence Curtis and Emily Copeland's by Hallie Beachem Brooks are prime examples of the dedication and love these people had for the profession.

Josey's book gives a cross-sectional view of the experiences of black librarians. The inclusion of two or more younger contributors would have given the book more of a balance of experience by black librarians. Perhaps the contributors could have devoted more space to the reasons why they chose librarianship as their life's work and how they entered the field. In some cases a few of the librarians made a few casual remarks as to what motivated them to pursue a career in librarianship.

*The Black Librarian in America* could well be the beginning of a series of autobiographies of black professionals in America. It is a very timely collection of essays from a group of professionals who have paid and are still paying their dues to the profession and their people.—Harry Robinson, Jr., Prairie View A. & M. College.


This publication is one of the "Student Personnel Series" of monographs published, appropriately enough, by the American College Personnel Association. Although there is no descriptive subtitle to so indicate, the monograph is a review of the basic literature published through 1969 on student activism. It includes journalistic accounts of a few 1968 and 1969 events, but most of the research works included are based upon occurrences in 1967 and earlier.

Of the three chapters, the first reviews the literature pertaining to the history of student activism in American institutions of higher education. The chapter emphasizes the emergence of social awareness, black consciousness, and the rise of the Stu-
dents for a Democratic Society. Psychological and sociological studies dominate the second chapter, which investigates the causes of student activism. The literature selected suggests the various roles played by institutional structures and social factors. An excellent section of the chapter examines the role played by the mass media in projecting a public image of contemporary campus life. The final chapter covers publications which present philosophical and administrative approaches to problems of student activism.

The authors have selected a broad range of literature for their work. They include journalistic, on the spot accounts of specific episodes of activism. A little less along the journalistic line are published interviews with and statements by administrative, faculty, and student leaders. Also included are research studies by highly respected scholars in various disciplines.

When reading reviews of the literature, this reviewer often questions whether the author really has a creative scholar's feel and understanding of the topic. Ellsworth and Burns do seem to be on familiar ground and they comfortably handle the material in a readable fashion. Their work is comprehensive, seemingly objective, and reasonably selective. Perhaps their efforts would have more utility if the authors had ventured to construct in graphic, or other form, proposed models based upon the studies reviewed which might channel student activism along manageable and constructive lines.

The monograph concludes with a lengthy and excellent selected bibliography of books, scholarly and journalistic articles, government documents, U.S. Supreme Court decisions, and commission reports. Appended to the bibliography is a useful listing of "Related Psychological Studies."

Unfortunately, some of the best sources appear only in the bibliography and are not discussed in the text, whereas the text relies rather heavily upon sources which are perhaps more current, but which are not as reliable and which are of less enduring value. Thus, many of the sources which appear to offer the most promising suggestions to the campus community are relegated to a mere listing in a lengthy bibliography, whereas portions of many journalistic and other descriptive reports are presented at some length in the text. The authors are careful to avoid an overdependence upon quoting directly from their sources. However, they frequently fail to cite the page number from which a quotation was taken.

This monograph successfully gives the reader an overview of student activism and then proceeds to direct him in an informed manner to the major sources in the field. It is recommended for institutions of higher education, behavioral science research centers, and larger public libraries.—Willis M. Hubbard, Eureka College, Eureka, Illinois.


Guy Lyle, librarian at Emory University, presents to the profession the informed opinions of a number of generally respected librarians on the "persistent and critical problems of university librarianship in the United States in the 1960's"—no small chore. He recognizes that interviews have their limitations, as indeed they do, but if that device does not put the reader off, he will find this book of considerable interest. It should be recommended to young librarians, who, alas, like the young everywhere, have little knowledge, less experience, and no concept of history. The librarians interviewed were selected on a "purely arbitrary" basis.

The age range of the librarians ranges from forty to sixty-eight with the average age fifty-seven, and the median age sixty. Only four of the sixteen are under fifty. The Messrs. Downs, Logsdon, Rogers, and Vesper are here, as are Kaser, Eldred Smith (the youngest man interviewed), Dix, Tauber, and others. To disprove that he's a male chauvinist pig, Lyle has included Ruth Walling, his own respected colleague. (Women may, and probably will, be able to make something of the inclusion of only one female.) It is always tempting to criticize the author for not writing a book other than the one he has, and this age issue may not be very important, so rather than do the former and stress the latter, this reviewer will but lament the fact that only one librarian educated after the second German
war has been included. A companion volume may be in order.

The range of problems Lyle discussed with his colleagues is broad. Familiar questions about compact shelving, library hours, collection development, and cooperation are discussed, as are automation, the role of the emergent Young Turks in the professions, blanket orders, library unions, library governance, and relationships of librarians to faculty. Throughout the book, often only implicitly, concern for the future of libraries as we now know them is apparent. The professional literature is, of course, rich in material on this subject and we are all not only curious about what's to become of us, as it were, but what role the rich collections we have developed down through the decades will play in tomorrow's higher education. Most of us think, and most of Guy Lyle's sixteen librarians would agree, that the book is here to stay. Whether it will be acquired, processed, housed, and used as it has been in the past is another matter.

From among Lyle's librarians, readers may identify and select their own charlatans, incompetents, or muddled sentimentalists as this reviewer has done. Those few excepted, this is a group of strong librarians deeply concerned about their profession. They are not, happily, intoning palinodes to a golden past, but, in spite of their decrepitude in the eyes of my students (whom I had read the book for a course I teach), they have realistically evaluated the profession's successes and accepted the fact that not only is change inevitable, but that it is desirable. They are equally realistic in recognizing the economic problems of higher education, the development of changing educational concepts, the necessity of finding more sophisticated technological solutions to library problems, and the need for a new kind of librarian, better trained, better educated, and more intimately involved in the whole educational process than we have had heretofore.

On the whole, a useful and interesting book. It is good to have the profession's leaders firmly on record and all of us can look forward to throwing their words in our teeth on occasion, but (and probably more frequently) also rereading them with profit.—Stuart Forth, University of Kentucky.

BOOKS RECEIVED

Note: The titles listed represent books received at the editorial office that may be of interest to academic librarians.


173p. + index. $6.95. (74-12395-9).


The following abstracts are based on those prepared by the Clearinghouse for Library and Information Sciences of the Educational Resources Information Center (ERIC/CLIS), American Society for Information Science, 1140 Connecticut Ave., N.W., Suite 804, Washington, D.C. 20036.

Documents with an ED number may be ordered in either microfiche (MF) or hard copy (HC) from ERIC Document Reproduction Service, National Cash Register Company, 4936 Fairmont Avenue, Bethesda, Maryland 20014. Orders must include ED number and specification of format desired. A $0.50 handling charge will be added to all orders. Payment must accompany orders totaling less than $5.00. Orders from states with sales tax laws must include payment of the appropriate tax or include tax exemption certificates.

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The literature on automated serials control systems and related subjects is reviewed and conclusions are drawn on the issues raised. As much as possible, the data reported in the literature are verified. A selected bibliography of documents published prior to the date of this report is prepared. In addition to descriptions of the major serials systems, topics of concern include user studies, technological developments, emerging national standards, and costs.


The report of the Five Associated University Libraries (FAUL) Access Committee describes procedures for increasing ease of access to FAUL holdings by its user populations, as developed within the two-year period from 1968-1970. Brief descriptions of the activities of the committee covering in-person borrowing privileges; circulation system studies and I.D. card standardization; intra-FAUL loan studies; experimental document delivery system; reference services studies; FAUL handbook compilation; staff visitation program; multimedia orientation; photocopy charge policy; directory of subject and language specialists; library publications survey; user busing proposal; and reserve room procedures are provided. Recommendations are made for each topic and supportive documentation is cited as appropriate. An inventory of sixty-nine working papers is listed.


An environment is described in which interdisciplinary scholars at a university are able to utilize for various purposes machine-readable bibliographic and other descriptive text files. The information files include abstracts of social science and computer and information science journal literature, descriptions of research activities in information retrieval, and propositional literature in political and behavioral science. Two general purpose information storage and retrieval systems, TRIAL and RIQS,
operating in both batch and on-line modes on a CDC 6400, are used. Search requests are posed as strings of English language and may incorporate any of the Boolean operators. Output can consist of either full reports or printed indexes to the information files. An operational SDI system for social scientists is also described.

**SCOPE in Cataloguing.** By Ellen Tom and Sue Reed. Guelph University Library, Ontario, Canada, June 1970, 54p. (Available from Library Administration, University of Guelph Library, Guelph, Ontario, Canada for $2.50; or as ED 045 108, MF-$0.25).

This report describes the Systematic Computerized Processing in Cataloguing system (SCOPE), an automated system for the catalog department of a university library. The system produces spine labels, pocket labels, book cards for the circulation system, catalog cards, including shelflist, main entry, subject and added entry cards, statistics, an updated master file in machine-readable form, and an accessions file. A preliminary cost study revealed an approximate saving of $19,000 per year based on 1,000 titles per week, with an approximate cost of $.80 per title. This cost, however, does not include the actual cataloging procedure. All programs are written in COBOL and the system is run on an IBM Model 50 computer equipped with eight tape drives, two 2,314 random access devices, and 512K core. The system itself uses a maximum of four tape files, three disk files, and 160K core.


The objective of this study on the image and status of the library and information services field was to learn something about the attractiveness of an occupation and to determine, for example, how prestigious the library and information services profession is in comparison with other occupations. The status of different types of jobs within the field as perceived by employed professionals and students in training for professional work was also investigated. The methodology of the study is described in detail in the appendix. In general, the study showed a relatively close set of correspondence of attitudes of employed professionals and library students, but some decided dissonance between the aforementioned respondents and nonlibrary students. Such evidence broadly suggests that the field will need to take positive steps to change its image if it hopes to attract the kind of people who, thus far, have chosen other professions.


This study aims to contribute to the understanding of the library occupation and its capacity to accommodate the pervasive changes now confronting the field, including moves toward professionalization and unionization, a reorientation of its service role toward working-class clients, and preparing itself for computer-inspired automation and attending reconceptualizations of the character of librarianship, its traditional role, and the form of the materials with which it works. The study is presented in five chapters: (1) Theoretical Framework: Social Change and Organizational Accommodation, (2) Organizational and Authority Structure, (3) Social and Occupational Structure, (4) Occupational Values, and (5) The Accommodation Potential. Appendix A describes the methodology used for the study. Appendix B contains the ques-
tionnaires used and Appendix C gives job descriptions.


For the past twenty years, university libraries have shown a tendency toward concentration of the holdings of separate institute libraries belonging to the same field of study within one single library. There has also been separation of branch libraries from the main body of the central library, particularly in the fields of medicine and natural science. The influence of the new library systems and the growing conviction that a scattered library system is uneconomical and unable to solve the needs of 15,000 to 20,000 students have brought about a new approach to these problems. Librarians and the institutes are convinced that close coordination and continuous cooperation between the central library and the approximately 125 other libraries of the university will become a necessity. In 1968 the forty members of the Working Committee of the University Libraries of the German Federal Republic recommended that all libraries of a university form a comprehensive system aimed at a purposeful book collection for the university. It also recommended setting up a university library commission to function as a collegiate organ to determine the guidelines for the future coordination and cooperation of the various libraries.


The general results of this statistical sampling of book readership at a college library revealed that three times as many book readers were reading nonlibrary books as library books inside the library. About one-half of the library books being read are classified as Social Science books. Business Administration majors read books in the library relatively more frequently than either Liberal Arts or Education majors. Library readers have higher cumulative averages than the student body as a whole. Commuters read more frequently than their share in the student population; freshmen and sophomores make up two-thirds of the book readers; and men are found to read books twice as frequently as women. The chi-square ($X^2$) test applied in matrix analysis revealed that relationships exist between the reading of a library book or not and whether the reader is a student or not; between major field of study and the sex of the reader; and between place of residence of the reader, on the one hand, and the sex and class year of the reader on the other. Findings of this type should be useful in planning construction, layout, book acquisitions, staffing, and other aspects of library administration.


This paper discusses several of the trends in information handling for text-based storage and retrieval systems that are prevalent in the United States. The paper considers, in particular, specialized information products, cooperative and networking activities, and work on standards. Information products include current awareness abstract bulletins, computer-generated indexes and bibliographies, scientific paper distribution services, special-interest thesauri, newsletters for alerting purposes, microcard and microfilm aperture card distribution services, and on-line access to computer-stored information bases. Most of the cooperative endeavors are alliances among groups having common interests as to function or subject field or both. The growing emphasis on computer processing is accelerating the development of format standards and computer program interchangeability. Concentration on computer processing seems to be obscur
ing consideration of the quality of the information being processed. Greater use of behavioral science knowledge and methods is suggested in studies of user behavior and information flow and transfer.


The historical and legal background of the Federal Copyright Law with special implications for education was studied within five general areas of concern. The areas included: (1) historical development; (2) copyright revision issues; (3) principles of copyright law embodied in state and federal statutes; (4) decisions of the courts pertaining to fair use of copyrighted materials; and (5) alternative solutions to the copyright revision impasse. The major findings were: (1) there have been three general revisions of the law, but the law is basically the 1909 Act; (2) state laws in conflict with federal legislation would be unconstitutional; (3) federal copyright statutes do not support the fair use doctrine; (4) the courts were not hospitable to two reported federal copyright cases involving educators; (5) the courts have held that fair use hinges on the circumstances of each case but there is a greater latitude for writers and others in scholarly pursuits; and (6) fourteen proposals, centering on achievement of a fair balance between the rights of authors and those of users of copyrighted materials, have been introduced to alleviate specific deadlocks in the revision attempts.

**Abstracting and Indexing Rates and Costs: A Literature Review.** By Charles P. Bourne and others. ERIC Clearinghouse on Library and Information Sciences, Minneapolis, Minn., May 1970, 68p., Review Series 3. (Available from CFSTI as ED 043 798, MF—$0.50 HC—$3.50).

The English-language literature since 1950 was searched to gather published reports of abstracting and indexing rates and costs, and cost figures for the complete preparation of secondary publication. The search located relevant information for twenty-four abstract journals and three citation services, eighteen abstracting cost figures, and forty-one indexing cost figures. These reported figures were extracted with text or other amplifying comment and tabulated, with reference made to the included seventy-nine-item bibliography. Unit costs per bibliographic item were cited or computed. These data were plotted to detect possible patterns or trends. The reported unit costs for preparation of the secondary services were adjusted for 1968 dollar value and were plotted by number of items cited annually. Abstracting costs and indexing costs were each plotted chronologically, and then in rank order with dollar value adjustments. Abstracting and indexing rates were plotted. The plots serve to illustrate the scattering of the data and emphasize the problem of drawing generalizations from the existing data.
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Compiled by WAVERLY K. WINFREE. Editorial note by RANDOLPH W. CHURCH. xi, 486 pp., index. (Virginia State Library) $15.00

This new volume contains the text of the acts and ordinances passed by the General Assembly from 1700-1750 which Hening did not include in his collection of Statutes. It contains sixteen acts and ordinances not known to Hening, four printed in abbreviated form, and 161 acts and ordinances given by Hening as titles only. The laws were, for the most part, transcribed from photographic copies of the originals in the British Public Record Office. This volume is bound in similar fashion to the facsimile edition of Hening recently reprinted by the Press.

Southeastern Broadsides Before 1877

A Bibliography

Edited by RAY O. HUMMEL, JR. xii, 501 pp., frontis., illus., indexes. (Virginia State Library) $10.00

This volume makes easily available the information contained in the thousands of Southeastern broadsides held by libraries in this region. The terminal date, 1876, was chosen so that broadsides of the Reconstruction period would be included. Although many of the broadsides deal with national affairs, the majority are concerned with state and local matters. Because of this it was decided that each state should have a separate list and index. The range of subjects covered is tremendous. Much of the information contained in the broadsides cannot be found elsewhere and will be of great value to all persons interested in the history of this region and of the individual states.

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