

tics (O) the price of admission to their content (C); and lend themselves to uses (U) determined by content (C) and/or physical characteristics (O). Maintenance of a library collection clearly requires control of these circumstances, internally (c_1), pertaining to the documents available within the collection, and externally (c_2), pertaining to documents available elsewhere. . . . The bibliothecal situation permits access to the documents it controls in terms of these documents, i.e., in terms of the O-C-U syndrome symptomatic of the documents. Its indigenous concept of use is that generated in and by the documents." (Rawski, "The Interdisciplinarity of Librarianship," p.129)

None of the individual articles are outstanding and many (e.g., Tauber on book catalogs) are primarily restatements of views expressed previously, and often better, by the same authors in other papers. Only Fairthorne on "The Symmetries of Ignorance" and Mountford on "Writing-System: A Datum in Bibliographical Description" seem to be of real merit.

Afterthought: Select which of the following quotations by Shera from reviews of Scarecrow Press books applies to this book:

(a) "assuming the hordes will buy it at such an exorbitant price" (354);

(b) "at seven [fifteen] 'bucks' for a typescript format" (373); or

(c) "there is the price of \$10 [\$15] for a book of some 400 [500] pages, reproduced by photocopy from unjustified type-written texts" (381).—Norman Stevens, *University of Connecticut Library, Storrs, Connecticut*.

Pearson, Neville P. and Butler, Lucius A., eds. *Learning Resources Centers: Selected Readings*. Minneapolis, Minn.: Burgess Publishing Company, 1973. \$4.95.

As the subtitles indicate, this paperback volume is an anthology. The broad topic is subdivided into five areas: "Concept and Theory," "Learning Resource Centers in the Elementary School," "Secondary-School Learning Resource Centers," "Higher Education Learning Resource Centers," and "Applications of Learning Resource Centers in Special Areas."

To quantify the evaluation of fifty-five of these readings, here are two tables:

Library	JOURNAL OF ORIGINAL PUBLICATION	
	National	Regional
Library	3	1
Education, General	14	8
Education, Specialized, e.g. School Shop, junior college, etc.	19	
Audiovisual	10	

DATES OF ORIGINAL PUBLICATION

1963	1
1964	0
1965	2
1966	9
1967	13
1968	12
1969	11
1970	7

At a time such as this when library budgets are being slashed and librarians' roles and values seriously questioned, the reviewer harbors several reservations about this book. One of these the editors identify in their Preface when they write: "For years our schools have had libraries—collections of mostly print-type material. . . . The addition of audio-visual materials has resulted sometimes in a happy marriage into the new instructional material centers. . . . There has been a widespread development of IMC's in concept and operation, but there is still less than 100 percent use of these collections. . . . So, the Learning Resource Center, immediately adjacent to the Science Department, or the Math Department, or whatever subject area, came into being." After these professors of education tell us that libraries in schools, whatever their current name, have failed to justify their existence, what is recommended as a remedy? Jack Tanzman, in his article in *LRC*, p.95, writes: "Despite the fancy name, the resource center is nothing more than the old study hall, outfitted with some new equipment and materials." By accepting learning resource centers as if they were a new program of education, librarians join the educator's game of musical chairs. Instead of redefining program, we librarians continue to concentrate on the design of library quarters and the development of materials. These tools, however, are not purpose. By thus asking only the technical questions, school and college librarians are

freed from having to live the gut question, "What are librarians partners in education for?"

Datedness is another criticism of this book. These journal articles which were originally current comments have become historical documents after six to nine years. They are presented out of their initial context and without follow-up. The drying up of the flood of federal spending serves to make prose that explains operations that were projected or prototype in 1966-69 just empty rhetoric in 1973.

Two 1966 pieces by John E. Tirrell offer another example of the gulf between librarian and educational administrator implicit in *LRC*. The program he reports at Oakland Community College, Oakland, Michigan is a combination of programmed learning (curriculum materials) and independent study (time factor required by each individual to cover material), supported by a tutor. No word is offered as to what has happened to these "Tutorial Laboratories" in the ensuing six years. Tirrell seems to think that Oakland Community College invented the functions of Reference, Reader's Adviser, and Instruction in Use of Library Materials, when as we all know, these are traditional library services. The tutorial laboratory of O.C.C. employs library materials as the heart of the instructional program; in doing so, it practices what library textbooks steadfastly preach. Tirrell's situation is unusual in that it makes a success of library service when most educational libraries are failing.

Two factors of bookmaking limit the volume's usefulness. The editors included no identification of the authors beyond their names. This lack makes a thorough knowledge of the literature in all the fields included necessary in order to independently evaluate the authority of the writings in *LRC*.

The emphasis of this book should not be a surprise to those who know Drs. Butler and Pearson. For those who do not, a part of their biographical entries from *Leaders in Education*, 4th edition, 1971 is included in this review. Under the heading of "Professional Interest" is found for Butler: "Training of professional media personnel for integrated instructional materials centers," for Pearson: "The field of education-

al technology, audiovisual education in all its ramifications."

There is a spate of new titles on this specific subject, though not all of them define it as does *LRC*. A few minutes spent with the 1972 *Subject Guide to Books in Print* reveals these figures in areas where subject-matter overlap is certain to exist: There are fifteen titles under "Individualized Instruction," eight under "Instructional Materials Centers," forty-three on "Libraries, High School," thirty-eight on "College and University Libraries," etc. There does not seem to be a void waiting to be filled by this volume. Especially so since the projects reported in it herald the good news of federal funding at the moment in time of its crucifixion. Do, then, consider its place in your collection with these grains of salt before you purchase.—Carolyn C. Leopold, formerly librarian, American Council on Education, Washington, D.C.

Stimson, Catharine R., ed. (in conjunction with the Congressional Information Service, Washington, D.C.) ***Discrimination against Women; Congressional Hearings on Equal Rights in Education and Employment***. New York: Bowker, 1973. 558 p.

In June and July 1970, the Special Subcommittee on Education of the House Committee on Education and Labor, chaired by Representative Edith Green (Oregon), held hearings on Section 805 of House Resolution 16098, the Omnibus Post-Secondary Education Act of 1970. The intent of Section 805 was to eliminate sex discrimination in employment by federal government contractors and by educational institutions, to bring matters relating to sex discrimination under the jurisdiction of the U.S. Civil Rights Commission, and to bring executive, administrative, and professional employees under the equal pay for equal work provision of the Fair Labor Standards Act.

The Government Printing Office in 1971 issued the oral testimony and written documents that were placed in the record of the hearings, plus some prepared statements and supplemental materials in a two volume set titled, *Discrimination against Women. Hearings*. . . . The work reviewed here is an edited version of the GPO edition