

asked to agree, be neutral, or disagree as to their being appropriate to their function. The responses present a picture of confusion and disagreement as to the bibliographer's role which is disquieting at best. While there was substantial agreement that they should keep abreast of what is being published in their areas, and communicate this information to the faculty, there was a strong feeling on the part of many faculty members that bibliographers should not be involved in actual book selection, evaluating the collection as it relates to the curriculum, weeding the collection, coordinating book selection practices, or participating in faculty meetings. Also, library administrators were noticeably less enthusiastic than the bibliographers about their attending national area studies meetings or going on buying trips to their areas.

No one seems to know just what bibliographers should be doing, or even who should decide what they should be doing, and the recommendations at the end can hardly be said to constitute new or original approaches to this long-standing problem. ("The bibliographer must articulate his own identity . . ." "Libraries should begin to recognize the importance of area bibliographers . . ." "The library administration and the area faculty . . . must make serious attempts to reach an understanding as to the role of the area bibliographer in the university. . . .") This is one of those studies, complete with all the academic paraphernalia of footnotes, bibliographies, and behavioral science jargon, which tells us almost nothing that is useful. It is a fuzzy picture of a fuzzy situation, one which badly needs some careful thought and serious study given to it.—*Norman Dudley, Assistant University Librarian, University of California at Los Angeles.*

Rawski, Conrad, ed. *Toward a Theory of Librarianship: Papers in Honor of Jesse Hauk Shera*. Metuchen, N.J.: Scarecrow Press, 1973. 564 p. \$15.00.

Forethought: Surely it must be at least slightly embarrassing to have a festschrift in your honor published by a press founded and run for so many years by your archival and severest critic!

This festschrift in honor of the sometime

dean of Western Reserve was designed by its editor to "bring together original papers on theoretic concerns attendant upon librarianship." (p.42) After a refreshingly honest introduction by Verner Clapp, the standard laudatory introduction by the editor, and a bibliography by Gretchen Isard of Shera's 381 articles, books, columns, editorials, reports, and reviews, there are some 24 papers covering the Pertinence of History, Basic Issues, Information Retrieval, Catalog Topics, Contexts, Forecast, and Library Education by the usual clutch of distinguished scholars and librarians including Sidney Ditzion, Paul Dunkin, Robert Fairthorne, Douglas Foskett, Eugene Garfield, Neal Harlow, Patricia Knapp, John Metcalfe, Ranganathan, Maurice Tauber, and Robert Taylor.

Despite Mr. Rawski's claims and despite his best efforts to produce a unified volume, this book remains, like nearly all festschriften, primarily a miscellaneous collection, of uneven quality and originality, of papers on a somewhat related topic. One cannot really "ponder the state of things documented here and the generic problems which, in various ways and to various extent, these papers address." (p.49) If these papers do share anything in common, it is the effort to foster the notion, nurtured and advocated by Shera among others, that librarianship can be given the aura of science and the trappings of academic respectability by the use of the signs, symbols, and jargon of logic, mathematics, and philosophy to interpret and explain the concepts of librarianship. Unfortunately the net result is to make at least a quarter of these papers incomprehensible to me and I suspect to most other librarians without extensive scientific background and training. This approach to librarianship is increasingly common and I, for one, would like to see a careful evaluation of it by a competent nonlibrarian. Perhaps such papers are leading us forward into a new age of librarianship and are expanding our scope. Surely, however, it might be possible to express this in words and concepts more intelligible to the average librarian than: "Documents exist in terms of object, content, and (intended and not intended) use potentials: they all exhibit certain physical characteris-

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