

The editors, Lubans and Chapman, were no doubt eager to utilize the materials they assembled while writing their *Library Systems Analysis Guidelines*. The result is this addition to the *Reader* series. It is obviously a by-product of another research venture but, nonetheless, useful.

The volume contains thirty-four articles dealing with library systems analysis, ranging from historical aspects to current day case studies. The five major sections into which the articles are divided are: Historical Aspects of Library Systems Analysis; General Views of Library Systems Analysis; Ideas, Concepts and Procedures within Systems Analysis; Applying Systems Analysis Concepts; and Electronic Data Processing and Systems Analysis.

While the selection of previously published works is quite good, it does seem unfortunate that the articles appearing after the publication of their earlier book are scantily represented. The book covers articles from 1934 to 1973. The authorities in the field are quite well represented, notably in articles by Frederick Kilgour, Allen Veaner, Richard Dougherty, and Ralph Shaw.

The topics covered include the concepts and processes most instructors would want to include in a systems analysis course: flow-charting, sampling, cost analysis, time-and-motion studies, automation, data processing, and evaluation. The nature of the book does not allow, unfortunately, for a discussion of these concepts in a unified way in order for the library science student or librarian new to systems analysis to fully understand systems analysis methodologies. Going back to the earlier work, however, compensates for that.

I cannot help wishing that the articles had been put into a common typeset, although that slight imperfection does not affect the readability of the book to any significant extent.

This anthology will be very useful for library school students in systems analysis classes. In addition, librarians wishing to become generally familiar with the history and development of systems analysis will find this very useful.—*Deanna Marcum, Assistant Director for Public Services and Employee Relations, Joint University Li-*

braries, Nashville, Tennessee.

White, Carl M. *A Historical Introduction to Library Education: Problems and Progress to 1951*. Metuchen, N.J.: Scarecrow, 1976. 296p. \$11.00. (LC 75-28086) (ISBN 0-8108-0874-9)

Graduate and professional schools and colleges are being assailed by a growing number of potent forces. Students are finding graduate education "disappointing and damaging"; graduates are finding it increasingly difficult to locate jobs; budgets are being reduced; some schools are being phased out; and the need for formal credentials is being disputed. These and other similar societal forces are causing graduate deans and faculties to review the mission of graduate and professional programs. They are taking a critical look at the origin and growth of the graduate schools and are trying to chart a clearer course for their future. Those who are making these assessments of library education for the first time will find new and helpful information in *A Historical Introduction to Library Education: Problems and Progress to 1951*; those who have engaged in the assessment process before will find little that is new and perhaps much to question.

The first five of the nine chapters of the book deal mainly with those ideas and topics covered in the author's earlier work, *The Origins of the American Library School*, which was published in 1961. Mr. White traces again, but in somewhat more detail, those social forces and personalities which preceded and greatly influenced the development of the library school's curriculum. These early social forces and individuals succeeded in casting the library school in the mold of the technical programs which were so popular during the last quarter of the nineteenth century.

The remaining four chapters are devoted to a development of Mr. White's thesis that the main tension generated in the evolution of the library school was the result of appropriate efforts to move away from the technical school model toward the adoption of university standards for the education of librarians. The influence of the Carnegie Corporation and the founding of the Graduate Library Schools are other examples

which are discussed in detail to help substantiate the author's central point.

Serious questions, however, are raised by some other examples included and some that have been excluded. Given the limited influence of the Columbia Library School during the period under consideration, one wonders about its inclusion as additional evidence, especially in such detail. And since the Association of American Library Schools had as its sole interest the education of librarians and the development of library schools, one wonders why it is not given more detailed and systematic treatment. The same disappointment is experienced because there is no treatment of the serious curriculum questions which were raised by the Special Libraries Association.

Although the volume adds further information about the history of library education, much more is rightfully expected of one who has devoted some years to a study of the subject.—*Charles D. Churchwell, Brown University, Providence, Rhode Island.*

Nichols, Harold. *Map Librarianship*. London: Clive Bingley; Hamden, Conn.: Linnet Books, 1976. 298p. \$12.50. (LC 75-40141) (ISBN 0-85157-204-9 Bingley; ISBN 0-208-01530-2 Linnet)

In a review of recent literature in the field of map librarianship (*SLA Geography & Map Division Bulletin* no. 101, Sept. 1975, p.32-37) I drew attention to the fact that there was not yet a manual or text on map librarianship, something that several of the map library associations had been promising. Mr. Nichols' book now fills that gap though possibly mainly for our British colleagues as it makes recommendations generally for British libraries based largely on British experience (as indicated in the references). Nevertheless, though a little disappointing to the North American reader, this book is well-written, discusses some topics in greater detail than ever before, and generally shows the author's profound understanding of maps in libraries.

One-third of the book is devoted to consideration of the selection policy for current, local, and early maps and sources for their acquisition. Although much of the emphasis appears to be on maps for public

libraries, the author is not afraid to outline a basic policy for British libraries, which many other writers have not done. At the same time, he devotes a considerable portion of the section to a description of sources in terms of bibliographies, publishers' lists, accessions lists, etc. His section on official mapping agencies discusses the products of fifteen sample countries and has the advantage of being up-to-date and considerably more accurate than M. Lock's *Modern Maps and Atlases* (Bingley, 1969) on which it is probably based. There is no mention of either budgets for acquisition or costs of modern maps, an unfortunate omission as these are major problems in map libraries today.

Chapter 5 is a good argument for the acquisition of early maps in whatever form possible (original, facsimile, photocopy, or slide) for those studying earlier landscapes and the evolution of cartographic technique. Sources for the acquisition of all these types are given.

The chapter on storage considers the various types of map cabinets, horizontal and vertical, wood and metal, and lists manufacturers. Though the author describes these very clearly, illustrations should have been included for clarity, and probably few beginners will understand these descriptions. There are, in fact, no illustrations at all in the book, and this seems somewhat abnormal in a discussion of such a visually-oriented format. Again, there is no chapter on planning the layout of the map collection or the other facilities and equipment to be provided in the map room, though this may well reflect the situation of small budgets, old buildings, and little space. A short chapter on care and preservation is included at the end.

The section on cataloging and classification, about half of the book, is excellent. Both current and early maps are covered in detail. Eight classification schemes are discussed in sufficient detail to assist any beginner, and the questions of classified catalogs vs. dictionary catalogs as well as author vs. area entries are thoroughly and clearly discussed. In the chapter on cataloging, the author alerts the reader to the typical mistake of trying to enter individual topographic sheets of a series separately