

braries: Multi-Media, Computers and Networks. Sponsored by Trans-Media Publishing Co., Inc., and University of Denver Law School. April 12-15, 1977, Brown Palace Hotel, Denver, Colorado. Dobbs Ferry, N.Y.: Condyne/Trans-Media Distributing Corp., 1977. 124p. and five cassette tapes. \$125.

This work, the proceedings of a special law library conference, is itself in a multimedia format, part print and part audio. The principal papers are here to be heard, while the post-talk questions and the programmed discussions are reproduced in print. Although one could read the papers in a shorter time than it takes to listen to the cassettes, in this format you get a better "feel" of the presentations.

There are nine papers. Allen Veener's "Foundations of Library Micrographics" was read by Professor Roy M. Mersky, a conference cochairperson, since the speaker was unable to be in Denver; but the paper is only available in the print media. Arthur Tannenbaum described the "Media User Environment," and Carl Spalding characterized "Micrographic Equipment." Robert Sullivan assisted with the "Acquisition of Microforms for Law Libraries," and Arthur Levine followed up with "The New Copyright Law and its Meaning for New Technology." The remaining four papers were: "C-O-M" by Don Bosseau, "Audio-Visual Materials" by Howard Hitchins, "Use of Video in Information Retrieval" by Jerry Bradshaw, and "Multi-Media, 2000 A.D." by F. William Torrington.

In his part of the theme setting, Professor Mersky acknowledged that all too often and for too long law librarians have lagged behind others in adapting to newer approaches and newer techniques. His call was for catching up and moving ahead. If he is correct in his assessment, then one could find little fault in offering the law librarians present a considerable dose of information that is already well known and widely available in library literature, to say nothing about other general and special conference proceedings. The talks on foundations, environment, equipment, and acquisitions of microforms offered, to a large degree, "the same old truths," while the paper on copyright spent far too much time rehashing

the several sections of the new law and too little time on how it applies specifically to micromedia and especially to educational television and instructional television.

On the contrary, the next three were most helpful. Don Bosseau (whose name was misspelled and mispronounced throughout) offered a detailed and encouraging experience of a catalog in microfiche format (COM). Howard Hitchins, an expert in instructional development, stressed most effectively that the newer formats are not ends in themselves but serve as means of improving the educational process. I was particularly pleased to be able to *hear* his throwing down the gauntlet for the community of legal educators. Jerry Bradshaw gave a demonstration of the usage of videodiscs, but there was obviously no way for me to appreciate what the participants saw on a screen.

The final talk was, to be as kind as possible, unfortunate. Torrington, coming from a different and possibly limited experience in England, foretold and warned about the future. The printed discussion shows clearly that those present were in open disagreement with his prognostications.

The audio reproductions are excellent; I don't believe I missed more than a word or two. The printed discussions and questions seem somehow abbreviated through editing, although there was no suggestion anywhere that this was done. I know for a fact that most often the law librarians use legal stenotypists to record their proceedings, and the total feedback from the participants should have been made available.

The price is not unreasonable. I recommend the work to law libraries, library school libraries, and especially to those programs training law librarians.—*Leslie W. Sheridan, University of Toledo, Toledo, Ohio.*

Breivik, Patricia Senn. *Open Admissions and the Academic Library.* Chicago: American Library Assn., 1977. 131p. \$8.50. LC 77-5816. ISBN 0-8389-3195-2.

Breivik has reported on an instance in which an academic librarian actively and creatively responded to a changing environment (open admissions at the City University of New York) instead of passively

and traditionally reacting. We can learn much from this volume based on her dissertation at the Columbia University School of Library Service.

In a brief first chapter on the failure of the American educational system, she espouses Toffler's belief expressed in *Future Shock* that the only viable objective for schools in a time of ever more rapidly expanding and self-outdating information is to teach students how to learn on their own. She also laments how little "educated persons" know about libraries and bibliographical matters.

Although California has guaranteed access to higher education for its high school graduates since 1960, Breivik pinpoints the City University of New York's switch from "elitism to egalitarianism in 1970" (p.6) as the most radical movement to a policy of open admissions. "Whatever the reasons—noble or expedient—open admissions had begun" (p.7). She then summarizes six years of open admissions at CUNY, admitting that although she mentions the major criticisms, her description is positive because it reflects the hopes and determination of many students and educators, including herself.

There follows her description of a controlled experiment at Brooklyn College of CUNY in 1972, which was structured to measure the value of the library-based instruction in the learning experiences of educationally disadvantaged students. Because of space limitations here, details will not be given: suffice it to say that similar groups of educationally disadvantaged students, as part of their remedial writing course, received either: (1) an extra one-hour-per-week session of library and information retrieval assistance emphasizing information collection skills; (2) a tour of the library, plus two sessions on how to locate books and evaluate their usefulness and how to locate and evaluate nonbook information, with emphasis on the *Readers' Guide*; or (3) no tour and no bibliographical information for the control groups.

Chapter 8 contains the "statistical" and the "people-related" results. They will not be repeated here, except to say that Breivik points out the very negative results of the traditional library approach (tour and two lectures) and warns that we can no longer

ignore the fact that this may be turning students "off" the library.

The findings of one experiment are not what is important; rather the significance is her pointing of the way to a new world for library activists. Breivik brilliantly analyzes the library-college movement (developed from the top by a "name" with a theory) and the more recent library instruction trend (operating from the bottom with on-the-job application, lacking one "name," and having no theoretical base nor any movement-wide goals).

She challenges academic librarians to bring these movements together, since both are concerned with aligning library services and the educational goals of their institutions. She offers a third model, built on the strengths of both and using new terminology that will not alienate students, faculty, administrators, and other librarians. She perceptively traces library instruction programs from Patricia Knapp's Monteith project at Wayne State to Swarthmore's "teaching library" and Sangamon State's staff of instructional services librarians (where Breivik heads the library program).

The last chapter is an exhortation for academic librarians to accept open admissions as an impetus for reassessing goals, priorities, and policies. She calls for much greater flexibility coupled with experimentation. A hearty second! Breivik is to be commended for planning carefully and executing well her experiment to measure library instruction. But she has only taken a small step in comparison to what must be done. Her study needs immediate and multiple replication, and other experiments should also be designed.

After reading this small, well-written, and jargon-free volume (ten chapters, appendixes with questionnaire sent to CUNY chief librarians in 1970 and sample instructional materials, and notes), there is only one recommendation: In 1978, the required reading for all academic librarians is to reread Patricia Knapp, read Patricia Breivik, and then let's have hundreds of Monteith projects and Brooklyn experiments. They have shown the way with their strong dedication to provide excellent library service for all in the academic community. They have shaped the academic environment in-

stead of merely reacting to it. Who is next?—*Billy R. Wilkinson, University of Illinois at Chicago Circle.*

Preservation of Paper and Textiles of Historic and Artistic Value. A Symposium Sponsored by the Cellulose, Paper and Textile Division at the 172d Meeting of the American Chemical Society, San Francisco, Calif., Aug. 30–31, 1976. *Advances in Chemistry Series*, 164. John C. Williams, editor. Washington D.C.: American Chemical Society, 1977. 403p. \$38. LC 77-13137. ISBN 0-8412-0360-1.

This collection of symposium papers is a prompt publication, valuable for librarians, paper conservators, and paper scientists. Most of the information presented is the result of recent research and is not printed elsewhere. In fact, many of the chapters in this volume contain footnotes citing one another. This interdependence of articles is not a weakness; it indicates the sudden surge of researcher interest in the conservation of cellulosic materials. The section on textile preservation occupies less than one-third of the book and gives evidence that textiles are both more complicated and less completely studied than paper.

Librarians and archivists should be interested in, and informed by, this collection of studies, even though much of the experimentation and data is couched in paper scientists' jargon. The first three articles include short histories of paper manufacturing and permanent paper and a synopsis by Bernard Middleton on "Book Preservation for the Librarian." Beyond this introduction, the librarian can make use of detailed reports dealing with five basic topics: the deacidification of paper, the salvage of water-damaged library materials, the manufacturing of permanent paper, the causes of paper deterioration, and the establishing of paper testing methods.

Three new deacidification processes are presented—all nonaqueous and all being tested for practicality and economy. The most promising method is detailed by Bernard F. Walker of the W. J. Barrow Research Laboratory. During a six-month pilot project, the Virginia State Library was deacidifying 250 books a day at an approximate cost of 52 cents per volume, using

morpholine vapor in an automated system. The Library of Congress has developed the use of methylmagnesium carbonate, a manual method for use on fragile paper. The compound is carried in a liquid solvent and brushed or sprayed on single documents.

Thorough studies on the salvage of water-damaged books were carried out after the Corning Museum of Glass library was flooded by tropical storm Agnes in 1972. The museum staff froze the soaked library books, as well as their card catalog and files. Since mold and other damage were retarded, there was time to research methods for thawing, drying, and sterilizing the collection. Types of drying procedures investigated were: interleave/air drying, dielectric drying, microwave drying, vacuum drying, freeze/thaw vacuum drying, and solvent extraction. In a series of three articles, David J. Fischer gives enough data for librarians to choose the best drying method in an emergency situation, based on extent of water damage, value of the collection, and type of paper in the text.

More than a third of this volume is concerned with establishing criteria for permanent paper. Unfortunately, the scientists' work to improve the quality of book stock can be undermined by manufacturers. Richard A. Stuhrke, speaking to paper producers, states: "The higher strength of an alkaline sheet has allowed direct substitution of weaker, lower cost fibers . . ." (p.29). Stuhrke tries to persuade paper companies to convert to alkaline paper products as a means of saving money; the stock he advocates would be more permanent than current papers but would not gain in durability.

A number of the chapters in this volume should provide librarians an incentive for conservation. In the study of the causes of paper deterioration and the means to predict paper stability, one conclusion is outstanding—the paper in books must be preserved rather than rescued. If library materials are not manufactured with permanent/durable characteristics, it is most important to prevent deterioration with deacidification and correct handling and environment. Once paper degradation has begun, the best efforts of library administrators cannot restore a book to useful