

cataloging principles as used for books); and a manual of practice highlights the variations between cataloging books and nonbook materials.

Needless to say, the successful interaction of the user and NBM will depend greatly upon good management techniques. Thus, the final chapter is devoted to "those extra problems introduced by the presence of NBM" (p.211). Perhaps the most important point related in this chapter is that the library staff must have a commitment to the concept of NBM as valuable sources of information and, therefore, to encourage use. If the libraries are successful in this venture, the authors believe the number of nonusers of libraries will decrease. A bibliography and index conclude the work.

Overall, the book can be characterized as a good, commonsense approach to inclusion of nonbook materials in libraries. The authors are well known in Great Britain. Both are professionally involved in the field at Newcastle-upon-Tyne Polytechnic and have written for the Council for Educational Technology. This is a useful source for American librarians to obtain a general exposure to how some British professionals view the role of NBM in libraries.—*Dwight F. Burlingame, Bowling Green State University, Bowling Green, Ohio.*

Weinstock, Ruth. *The Graying of the Campus*. A Report from EFL. New York: Educational Facilities Laboratories, 1978. 160p. \$14 casebound; \$8 paperbound. LC 78-69846. (Available from EFL, 850 Third Ave., New York, NY 10022.)

As the daughter of a man who at age sixty-three went back to school and was elected president of his class, the idea of education for the older American is certainly not a new one to me. To some, however, it might be.

Recognizing the shift in the population toward our becoming a nation of older people and the changing national policy of education for all ages, this small book presents a large challenge to educators. The combined force of the Mondale lifelong learning bill and the Age Discrimination Act of 1975 will have a major impact on institutions of higher learning.

This book was, as indicated in the foreword, originally intended to address the subject of the campus as a place; however, the scope broadened as numerous other considerations about the academic community and the gray-

ing American were encountered.

In section 1, when considering the "New Partnership," it is suggested that, based on a 1972 California study, 6.6 million elderly across the country are potential students. Section 2, a discussion "About the New Partner" points out the diverse nature of older people and reminds one that to be old is not to be defunct. Instead, the "young-old" are a new breed that reflects "a changing perception of the life cycle."

Section 3, "Making It Work," presents issues to be analyzed by colleges when entering into a program for older Americans, such as the content and structure of the curriculum, the preparation of teachers, the need to "plan programs *with* older students rather than *for* them," and the resulting intergenerational student mix.

In section 4, "Managing the Environment," the facilities and physical environments of the campus are considered. The challenge is to "provide a physical environment that is supportive but not excessively so." In these days of increased energy conservation, suggestions such as additional lighting and warmer classrooms may prove difficult.

The final section comes around to where it always does—"Financing Issues." It considers the costs for faculty, facilities, administrative and support services and suggests some possible sources for funds.

Picture credits outnumber footnotes by a large margin, and much of the book is devoted to citing examples of currently functioning programs. Their location, content, scope, and direction vary as widely as does their clientele, but that is, in large part, the message: The "young-old," or the "old-young," are "anything but a homogeneous group," and that is the challenge to present and future education.

As stated earlier, the original intent of the book was to view the campus as a place. With that in mind, it is unfortunate that the library, a central place on many campuses, received so very little attention! It does not appear as an entry in the index, and, in fact, the most extensive mention of libraries is a negative one: "Libraries . . . can be particularly confusing and difficult to negotiate. . . ."

Although there are many instances where policymakers and campus leaders are mentioned, librarians are never included. The challenge presented by *The Graying of the*

Campus is great—why not let librarians and their libraries help?—Dorothy Hagen Kettner, Fergus Falls Community College, Fergus Falls, Minnesota.

Brewer, J. Gordon. *The Literature of Geography: A Guide to Its Organisation and Use*. 2d ed. London: Clive Bingley; Hamden, Conn.: Linnet Books, 1978. 264p. \$15. LC 78-16852. ISBN 0-85157-280-4 Bingley; 0-208-01683-X Linnet.

With, it is claimed, over 400 additional entries more than the first (1973) edition, this second edition does deserve its own review. The format and organization of both editions are the same, as is the purpose. Brewer attempts to provide the student of geography with a list of those publications that will be of value to the student. He assumes no prior knowledge—even of library familiarity. While slanted toward geographic themes, the chapter on library use could be read with profit by anyone unfamiliar with library practices. This is a beginner's book.

Brewer gives brief but concise descriptions of his listed titles, which include any changes

over time for serially published items, and often illustrates his discussion with sample pages from the major works. These two points alone make the work notable. His flow chart for a literature search and his charts depicting the structure of geographical information communication and bibliography are clear and generally useful. There is an obvious English-language bias in the selection and a bit of a bias toward British editions, though there is an effort to be international in scope.

After giving general chapters on geographical literature in libraries, bibliographies and reference works, periodicals, and monographs/textbooks/collections, Brewer breaks the subject of geography into special areas and presents individual chapters on cartobibliography, sources of statistics, governmental and international organizations' publications, the history of geography and geographic thought, techniques and methodology, physical geography, human geography, and regional geography. The index is primarily of personal/corporate names and titles.

This work should be in the main library as well as any departmental library on campus. Geography is a vital field, and any printed survey of the literature is out of date before it can be published; but, as of this writing, Brewer is reasonably current, certainly to the point of being very useful in the next several years. And, because this is a beginner's book, students from other fields can use it easily. One hopes for new editions every five or six years.—J. B. Post, *Free Library of Philadelphia*.

Library Conservation: Preservation in Perspective. Edited by John P. Baker and Marguerite C. Soroka. Publications in the Information Sciences. Stroudsburg, Pa.: Dowden, Hutchinson & Ross, Inc., 1978. 459p. \$45. LC 78-16133. ISBN 0-87933-332-4. (Distributed by Academic Press, Inc., New York.)

The editors of this volume intended to publish a collection of articles "for librarians and others who must grapple with the complex problems of preservation and who feel ill-prepared to do so" due to lack of training and limited access to conservation writings. They chose selections to deal with the "philosophical and epistemological aspects of conservation of research library materials."

Baker and Soroka set themselves a difficult

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