one cannot master the use of OCLC simply by reading this book. According to the authors, "Interpretation of the text and demonstrations on the terminal by an instructor are essential to master the intricacies of the OCLC system" (p. vii).

The book is divided into nine sections, and the authors explain that the manual "is organized in such a manner that parts of it might be used separately." Topics covered include terminal operation, catalog card formats and profiles, and bibliographic searching. Illustrations are provided for the OCLC 100 keyboard, sample screens, catalog cards, and catalog card profiles. Additionally, the reader is referred to appropriate documents throughout the volume.

A preface gives a bibliography of manuals, cassettes, newsletters, and workbooks, and a glossary provides a group of succinct definitions. An appendix contains sample work forms that may be used by those learning to catalog on-line. The single-page index is a major drawback to the volume, especially when compared to those found in OCLC manuals.

The best source for those using or learning to use the OCLC terminal is On-Line Cataloging, which contains flow charts, full-page illustrations of the terminal, thorough descriptions of the system, and tables. The preparation of catalog card profiles is similarly well delineated in the Design of Formats and Packs of Catalog Cards. These manuals should be consulted for a thorough understanding of the system.

Because this volume will become outdated very quickly, it is hoped that it will be continually revised. Despite these limitations, this book will prove a useful supplement to library science and cataloging department collections.—Lucy T. Heckman, St. John's University, Jamaica, New York.


This work on nonbook materials (NBM) is written from a distinctly British perspective. According to the authors, the book is intended "to provide the librarian with the skills to select, control and exploit" (p. 8) nonbook materials.

Chapter 1 is devoted to a brief definition of their topic and a historical overview of the development of NBM. Chapter 2 identifies the range of users and why they have not fully utilized the nonbook format. The authors appropriately note in chapter 3 the problems faced by librarians in the use of NBM. Chapter 2 identifies the range of users and why they have not fully utilized the nonbook format.

The authors appropriately note in chapter 3 the problems faced by librarians in the use of NBM. The remainder of the chapter is devoted to discussing the types of materials used in NBM, the various formats, the equipment necessary for each format, and, finally, simple guidance on the operation of the equipment. The basic principles of NBM in this section are well stated, and the beginner to the field will find some helpful material.

From a practical vantage point, the most important part of this book is chapter 4, where selection techniques and sources (primarily British) are identified; cataloging, classification, and indexing are explored (the authors support for NBM the use of the same standard
campus leaders are men­

cataloging principles as used for books); and a

manual of practice highlights the variations

between cataloging books and nonbook mater­

ials.

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 valu­

able sources of information and, therefore, to

eourage use. If the libraries are successful in

this venture, the authors believe the number

of nonusers of libraries will decrease. A bibli­

ography 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 profes­

sionally 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 Cam­

pus. A Report from EFL. New York: Educa­

$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. Sec­

tion 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 is­

sues 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 Environ­
mnt," the facilities and physical environ­
ments of the campus are considered. The chal­

lenge 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 possi­

ble 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 "any­

thing 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 exten­
sive 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 men­
tioned, librarians are never included. The

challenge presented by The Graying of the