

would disagree strongly with the quoted view that these visits border on the farcical.

The real problems facing British university libraries—finance, space, matching literature supply to reader demand, critical performance evaluation, adoption of systematically evaluated computer-based methods and routines, etc.—are largely skirted over. In general, this is not a book I would recommend. I consider much of it would confuse and mislead its intended audience, the student and newcomer.—J. K. Roberts, *University of Wales Institute of Science and Technology, Cardiff*.

Hyman, Richard J. *From Cutter to MARC: Access to the Unit Record*. Queens College Studies in Librarianship, no. 1. Flushing, N.Y.: Queens College of the City University of New York, 1977. 40p. \$2. LC 77-089466. ISBN 0-930146-10-7. ISSN 0146-8677.

Hyman, Richard J. *Analytical Access: History, Resources, Needs*. Queens College Studies in Librarianship, no. 2. Flushing, N.Y.: Queens College of the City University of New York, 1978. 68p. \$5. LC 78-18413. ISBN 0-930146-12-3. ISSN 0146-8677.

The Queens College Studies in Librarianship series has made its debut with two monographs by R. J. Hyman. These monographs complement each other and are justified by the same rationale. Even though the demise of the card catalog may seem imminent, the unit entry in book or card format must continue to provide access to bibliographic resources for a long, long while because of the high cost of converting retrospective records to MARC format. Therefore, it behooves us to realize the full potential of this instrument.

From Cutter to MARC, the first of the series, deals with the problem of access to "the work." Hyman points out that the unit entry can yield more than mere finding-list information if it is approached with the same search strategies as are used with an automated data base. His suggestions for "manual coordinate retrieval" are practical, should be required reading for every neophyte reference librarian, and are especially applicable in the academic environment where the needs of the scholar often require sophisticated searching techniques. This monograph deserves special commendation because it offers sensible

methods for the efficient use of readily available resources.

Analytical Access is concerned with the problem of access to the content of "the work." It consists primarily of descriptions of the kinds of tools available: the "in analytics" authorized by cataloging codes since Cutter's day but seldom made; the analytical entries in nineteenth-century book catalogs; periodical indexes, some of which include books as well; indexes to composite works; and the computerized data bases that now provide the major access to the content of monographic materials.

The author might well have mentioned another type of useful tool, the stepping-stones to serial indexes, which are provided not only by the mandatory notes on serial entries (see AACR rule 170) but also by tools like the *Guide to Special Issues and Indexes of Periodicals*, the second edition of which was issued by the Special Libraries Association, New York Chapter, Advertising Group in 1976.

The inadequacy of these modes of access prompts the author to conclude that abstracts of all works, monographic and serial, should "be included in all computerized data bases, all printed catalogs and cards, and also in the works themselves." Though many will agree with this proposal, Hyman doesn't address the difficult questions that such a recommendation poses, such as the high cost of professionally prepared abstracts, the uneven quality of author-prepared abstracts, and the fact that only the reader can define relevance.

At least half of each of these monographs is dedicated to appendixes, notes, etc. Although a scholarly approach is laudable, when the tail threatens to wag the dog, the reader is likely to ask, "Is this appendix necessary?" Since the historical background has been well documented in the "Notes," this reader wonders what purpose is served by a "Chronology" that the compiler characterizes as "not intended to be comprehensive, for either events or publications."

Of marginal value also is the "Glossary," which gives the customary definitions for library terms appearing in the text, even such elementary terms as "dictionary catalog." Each term when it first appears in the text is italicized and asterisked, a practice this reviewer found distracting. With the target au-

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dience identified as librarians and library school students—who ought to know where to find these definitions—the “Glossary” might well be discontinued as a feature of the series.

Though it may have caused the author to provide more scholarly apparatus than the reader cares to have, his careful attention has resulted in two monographs that are well organized, clearly written, carefully documented, and devoted to an important topic.—Elizabeth L. Tate, Rockville, Maryland.

Haywood, C. Robert. *The Doing of History: A Practical Use of the Library-College Concept*. Learning for Living Series. Norman, Okla.: Library-College Associates, 1978. 114p. \$5. LC 78-7781. ISBN 0-917706-03-X.

This is the third publication in a series of short monographs issued by proponents of the library-college concept.

Most librarians would agree with the basic principles advanced by the library-college. The integration of curriculum and library skills

is a vital area of discussion and innovation. Yet the library-college people are not in the mainstream of this work. They seem insulated against all approaches but their own. Word of their activity has nearly ceased to appear in library literature. With characteristic zeal, they have done their own publishing. During the past ten years, Library-College Associates has published *Library-College Journal* and its successor, *Learning Today*. The failure to detail the implementation of their theories has often been criticized. The Learning for Living Series has been issued to show how educators at various levels use the library-college concept.

Robert Haywood, academic vice-president of Washburn University, is also on the editorial board of *Learning Today*. *The Doing of History* comprises three chapters, totaling fifty-eight pages, and a transcript of nearly the same length that records a discussion between Robert Haywood and Patricia Knapp occurring at a library-college meeting ten years ago.

In the first chapter Haywood, a historian, chronicles a dramatic enrollment decline in

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