

after reading the chapter entitled "Statutory Law," where the various materials falling under this topic—federal, state, and other statutory law and their finding tools—are described and where statutory research methodology is outlined, the readers turn to the appropriate tape and, following the very detailed instructions, move from one book to the next and take the steps lawyers presumably will take in the solution of an actual problem. The purpose of this approach is to create a "similarity to an actual research endeavor" and thereby to augment the interest of the students.

The problem selected for use throughout this publication is the question of liability of a credit card holder for purchases made by others with his or her lost or misplaced card. For this question, lawyers would normally first consult one of the available looseleaf services, e.g., Commerce Clearing House's *Consumer Credit Guide* or Prentice-Hall's *Consumer and Commercial Credit—Installment Sales Reporter*, and might find that it is the only source needed. In other words, each legal problem calls for individually tailored research strategies for its most effective resolution. The strategies furthermore often have to be tailored not only to the legal problem involved but also to the range of legal research materials that are available, and they always are affected by the knowledge and experience of the person doing the research.

The value of the audiotapes could have been enhanced substantially if thoughts along these lines had been included. Since such information is lacking, the tapes are mainly a reiteration of instructional materials that are already available in the generally excellent pamphlets that the publishers of the various units of the legal bibliography make freely available to law students.

Whether novices fare better *reading* these instructions in those pamphlets or *listening* to them through earphones (which would be an essential requirement in a library) is an open question and probably a matter of individual taste. For this reviewer, the question is resolved in favor of the written instructions because they can be read much faster than they can be heard on the tapes.

Even if the aural instruction offered by

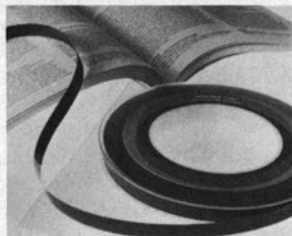
these tapes were favored, questions remain as to the utility of the written component of the publication. Both in content and in style, the booklet does not compare favorably to any of the books on legal bibliography that are currently available: viz., Cohen, *How to Find the Law*, 7th ed. (West Pub., 1976) and *Legal Research* (West Pub., 1978); Jacobstein and Mersky, *Fundamentals of Legal Research* (Foundation, 1977); Price and Bittner, *Effective Legal Research*, 4th ed. forthcoming (Little, Brown, 1979); etc.

It is, of course, desirable that all general libraries contain basic information on the legal bibliography. Since they generally lack the law books that are required for studying the legal literature with the help of this publication, however, its utility anywhere but in a law library would be minimal.—Anita K. Head, *University of Kansas, Lawrence*.

Saffady, William. "Facsimile Transmission for Libraries: Technology and Application Design." LeClercq, Angie. "One-half-Inch Videocassette Equipment for Library Use." *Library Technology Reports* 14:445-546 (Sept.-Oct. 1978). \$48 for single issue. (Available from American Library Assn., 50 East Huron St., Chicago, IL 60611.)

A new generation of facsimile-transfer equipment has recently appeared, reviving hopes that inexpensive systems that can rapidly transmit readable copy may soon be a practical library investment. William Saffady reviews the basic design of these image-transmission systems, explaining how facsimile transfer occurs between locations. He also outlines decisions that must be made prior to acquisition of a system and suggests how alternative designs may reduce costs or improve transmission quality. Further, Saffady discusses compatibility among competing producers and with more traditional information-transferral systems.

Saffady's analysis of the state of facsimile transfer concludes with specifications for nine different facsimile systems. While his argument that library administrators should take a fresh look at facsimile transfer is reasonable, his analysis of the state of the art seems to confirm that the transfer of quan-



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tities of hard copy via any of these systems remains impractical for all but the best-funded libraries.

The March 1976 *Library Technology Reports* contained an analysis by Angie LeClerc of ½-inch reel and ¾-inch videocassette recorders. Since that issue a third format, ½-inch videocassette, has propelled its way into the American marketplace. LeClerc supplements her earlier analysis of video equipment by outlining the positive and negative features of this new video format. Direct comparisons are made to ¾-inch videocassette recorder/players, which have become the standard for most institutions. LeClerc's analysis makes the new ½-inch format most attractive. (Three different systems are compared; however, none is compatible with another.)

The ½-inch videocassette basic recorder/player, accessories, and raw tape are significantly less expensive than ¾-inch cassette brands. Also, longer recording time can be achieved. The equipment itself is smaller and more easily portable than ¾-inch equipment. The biggest advantage the ½-inch videocassette format has over ¾-inch competitors is its wide range of

readily available, prerecorded programming. Mass production of ½-inch-cassette programming, geared to the home video market, makes these products affordable for library acquisition. LeClerc does identify enough disadvantages so that librarians will not want to discard their ¾-inch equipment. Any extensive commitment to ½-inch videocassette systems should wait for further design refinements and standardization.—Thomas L. Bonn, *State University of New York, College at Cortland*.

As Much to Learn as to Teach: Essays in Honor of Lester Asheim. Edited by Joel M. Lee and Beth A. Hamilton. Hamden, Conn.: Linnet Books, 1979. 273p. \$12.50. LC 78-11313. ISBN 0-208-01751-4.

The title of this volume, which honors a distinguished librarian and scholar, was taken from a piece he wrote about the ALA International Relations Office that was published in the *Library Journal* fifteen years ago. "As Much to Learn as to Teach" is indicative of Les Asheim's own personal philosophy and is so evident in his teaching and his relationships with his fellowmen and women.

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