

used alone as a textbook for materials selection classes, as too much is omitted or dealt with in summary fashion; used in conjunction with other materials, however, it could be a valuable contribution to the literature of library materials selection.—*Cathleen C. Flanagan, University of Utah, Salt Lake City.*

The College Library: A Collection of Essays. Edited by George Jefferson and G. C. K. Smith-Burnett. London: Clive Bingley; Hamden, Conn.: Linnet Books, 1978. 208p. \$12.50. LC 78-5945. ISBN 0-85157-252-9 Bingley; 0-208-01665-1 Linnet.

Is a "college" library a unique combination of resources and services, or is it like any other library of similar size forming part of an educational institution? The question is not posed by the authors of the nine essays in this volume, but the libraries they describe do belong to a special class. They are libraries in colleges of higher education, polytechnics, and junior colleges mainly in Great Britain.

Their closest counterparts on this continent are to be found in our community colleges and junior colleges. Most of these institutions offer a wide variety of programs to a heavy concentration of students who are served by a library of core materials, which usually contains a high proportion of audiovisual material in relation to its holdings of the more conventional book stock.

Although the essays contain many references to the North American situation, and the last essay is by a member of the staff of a Canadian university library who discusses the cooperative programs made possible by automation—OCLC, BALLOTS, UTLAS, among others—most pages are devoted to the growth of the college library in Britain during the past two decades.

There is a long essay on the history of the college library and others on financing, organizing, and staffing and on the services and training such libraries provide. The most interesting essays for the North American reader are those devoted to organizational structure and to staffing. Many of the problems defined have a familiar ring, and the solutions, though seldom new, are refreshingly stated.

The essays are consistent and well written, and the emphasis on the British scene should present no serious problem for most North American readers. There is one annoying feature: the rather too generous use of acronyms in some essays, which requires frequent scurrying to the list in the front of the book in order to identify the organization or group being discussed. The problem is doubtless greater for the North American reader, since many of the organizations are British and Australian and not commonly referred to in our library literature.

The book is essentially factual and descriptive and does not invite much argument. Each essay is well documented and provides a useful bibliography that the editors have conveniently left at the end of each section. The work is carefully edited, only a few minor typographical errors having been missed.

In spite of its positive features, the book is not likely to command a wide readership in North America. It is mainly useful for the student of recent library history or of comparative librarianship and for the beginning librarian in a community or junior college.—*Dorothy F. Thomson, University of Ottawa.*

Larsgaard, Mary. ***Map Librarianship: An Introduction.*** Library Science Text Series. Littleton, Colo.: Libraries Unlimited, 1978. 330p. \$17.50 U.S. and Canada; \$21 elsewhere. LC 77-28821. ISBN 0-87287-182-7.

Mary Larsgaard's *Map Librarianship* is the first, and long awaited, North American textbook on map librarianship. Its predecessor as the first textbook on the subject is Nichols' *Map Librarianship*, reviewed in the January 1977 *C&RL*. The Nichols volume has a strong English bias and, therefore, more limited applications in the North American context.

This new book is constructed in an unusual but very practical manner. It is basically a massive review of the literature, with footnote references in the form of author and date appearing directly after a statement. For knowledgeable map librarians, this means that the sources selected as the basis for the theory or analysis of a topic are immediately apparent. For novices they