

The volume is extremely well done in what it does include. However, the title implies that this volume will discuss COM applications to library activities. Several library applications are alluded to in this volume, but none are handled in depth. This lack does not overshadow the importance of the hardware and software of the COM process to libraries.

Most library COM activities will probably be handled by a service bureau. But librarians have to deal with the service bureaus and with the computing staff developing the software. The volume is a needed tool for the librarian contemplating COM applications.

The value of this volume to COM users outside the library field should not be overlooked. All COM users need to have a general understanding of the technical side of the process.

This type of publication would have been a very useful tool for those who pioneered COM applications in libraries. Librarians currently anticipating the use of COM should refer to it. The value of this publication will, of course, be limited by the changing technology in the COM area. Certain capabilities of COM service bureaus are not mentioned, since their development and availability have occurred in the last few months. Because the whole area of computer usage and COM applications by libraries is changing rapidly, more books of this type are needed.—*Helen R. Citron, Georgia Institute of Technology, Atlanta.*

Perreault, Jean M. *The Idea of Order in Bibliography*. Sarada Ranganathan Lectures, no. 9. Bangalore: Sarada Ranganathan Endowment for Library Science, 1978. 135p. \$8.50

This set of six lectures is a heavily philosophically oriented disquisition on the significance of order in bibliographic files. The fundamental thesis is that, for searching to be successful, the searcher must be able to predict the location of an item in a file, requiring that the file be designed with this need in mind. The work is limited to alphabetically ordered files.

The subject matter of these lectures is extremely important. One wishes that all those responsible for file arrangement un-

derstood and applied the points the author is making. Unfortunately, the practical cataloger and head of cataloging who stand most in need of the points elucidated are unlikely to wade through the rather abstruse philosophical arguments. Furthermore, having done so, they will find little practical assistance; only readers who are prepared to apply philosophical abstractions for themselves will be able to profit.

The lectures are approximately equally divided between subject and non-subject cataloging. The work of several other authors is criticized in a very thoughtful fashion (the reader should find these criticisms quite useful), but the basis for selection of the works criticized seems idiosyncratic.

The thoughts and ideas presented in this work are valuable and will reward the reader who has the patience to work through them. It would be a service to the profession if the author would undertake to re-present his ideas in a form more suited to those who need to hear them.—*Jessica L. Harris, St. John's University, New York, New York.*

How to Start an Audiovisual Collection.

Edited by Myra Nadler. Metuchen, N.J.: Scarecrow, 1978. 157p. \$7. LC 78-1993. ISBN 0-8108-1124-3.

Cabeceiras, James. *The Multimedia Library: Materials Selection and Use*. Library and Information Science. New York: Academic Press, 1978. 275p. \$13. LC 77-11209. ISBN 0-12-153950-4.

Other than the fact that they are both committed to the concept of multimedia library service, these two books really have very little in common. Nadler's book is a collection of essays (each by a different author) intended to help launch a public library audiovisual program. The choice of *audiovisual* in the title is deliberate; this is a book about how to add nonprint services to an already functioning print collection. The Cabeceiras book, on the other hand, is a systematic treatment by one author of the characteristics and utilization of various forms of media in a generalized library setting; this author uses the umbrella term *multimedia* to emphasize the fact that he is dealing with library programs where print and nonprint resources exist as coequals.

Myra Nadler, former chairperson of the PLA Audiovisual Committee, has some well-known names in public library audiovisual work as her contributors. The first section, by Helen W. Cyr, gallops through the selection, evaluation, and organization of a basic audiovisual collection—all in twenty-four pages. The second essay is a lengthy recapitulation by Leon Drolet of audiovisual hardware, complete with makers' names, model numbers, and prices. The information is highly pragmatic and useful—for the moment. Unfortunately, such data become obsolete very quickly, and the advisability of including them in a permanent volume seems questionable.

Following this, William Sloan considers services related to audiovisual materials. He singles out reference and advisory service, bibliographic aid, outreach activities, and the emerging concept of the media study center. The fourth chapter, by Patricia del Mar, deals with space and facilities requirements. Her primary concern is the avoidance of what Don Roberts has called "technocensorship," or the impairment of effective audiovisual programs by below-standard production and utilization facilities.

In chapter 5 Laura Murray looks at basic personnel requirements for audiovisual services and includes a brief job analysis for professional, clerical, technical, and library page levels. Masha Porte has the last essay and uses it to set forth some suggestions for developing an effective public relations program. Many of her ideas relate equally well to either print or nonprint services. Definitions and a glossary of terms, contributed by Wesley Doak, round out this slim volume. Glossaries are useful, but one wonders how the inclusion of such terms as *accredited library school* will enable a novice audiovisual librarian to build a better media program.

While the Nadler book is clearly intended as a pragmatic beginner's manual, the Cabeceiras book seems designed primarily for use as a textbook in classes on library materials selection. The bulk of it (chapters 5-14) is devoted to specific kinds of materials: periodicals and pamphlets, microforms, 16mm films, 8mm films, filmstrips and slides, audio recordings, television, globes/maps/games/realia, programmed in-

struction, and books. Other chapters deal with selection aids, the learning center concept, local preparation of materials, criteria for equipment selection, and the application of the systems approach to materials selection. The entire book, in fact, reflects the systems orientation.

If this book is compared to one of the standard texts on materials selection, *Building Library Collections*, by Carter, Bonk, and Magrill (Scarecrow, 1974, 4th ed.), some interesting contrasts emerge. The older book is print-oriented, devoting only one chapter to the selection of audiovisual materials; the Cabeceiras book leans heavily towards nonprint items and changes the balance by disposing of the evaluation of fiction, nonfiction, textbooks, and children's books (plus the use and nature of book reviews) in one solitary chapter.

Topics such as developing a philosophy of selection, the purpose and contents of selection policies, the importance of community analysis, and how to recognize and deal with censorship are dealt with in some detail by Carter, Bonk, and Magrill; Cabeceiras mentions them, but only summarily. For example, on page 205 the librarian is admonished to "know the community," but no suggestions or techniques for acquiring this knowledge are provided. And some topics that one might have expected to find included (the publishing industry, the producer/distributor network) do not appear at all.

All this is not to say that the book is without merit. To the contrary: it has much to commend it. The writing style is clear and consistent; while greater elucidation of some points seems advisable, what is included is presented coherently. The stress on the characteristics and utilization of different forms of media reflects more of an instructional technology orientation than a library one, but this is not unappealing.

The author seems quite fond of charts and grids for the evaluation of materials. The effort to systematize the act of evaluation is certainly commendable; yet one wonders just how successfully the impact or value of a work of the imagination may be conveyed through quantifiable data and the rather rigid fiction-evaluation form suggested on page 214. In short, this title should not be

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