views with little reference to other writers; those views partake heavily of a British persuasion. The result is not a textbook, nor yet a scholarly treatise. For libraries that want this kind of book, this is the kind they will want.—Guy A. Marco, Library Development Consultants, Washington, D.C.


This recent work is intended to be used in conjunction with the author's Library Staff Development and Continuing Education: Principles and Practices. Retentive readers will recall that this earlier work was reviewed by Sheila Creth at the dawn of 1979 (C&RL 40:73-75). The previous work provided the principles and practices; this one, the profile pages which serve as a guide and workbook and which grew out of the author's 1979 evaluative study of the Cooperative Information Network's staff development program in California (ERIC ED 172 828). The two clearly complement each other.

The present work is divided into two sections. Part I gives a "Profile for Assessing Library Staff Development—A Guide," while Part II is a "Profile for Planning Library Staff Development—A Workbook." Part I gives worksheets to help define the profiles of responsibilities and policies, of planning the program, of implementation, and for evaluating the result. Part II addresses itself to staff development needs, program goals and objectives, roles and responsibilities, policies, resources, the needs assessment process, the planning process, and the evaluation process. A selected bibliography completes the work.

I was prompted, in thinking about the administrative aspects of staff development, to recall the distinction between the art and science of a martini. The person who has never made one requires instructions in the science while the devotee, requiring no assistance, practices the art. At the risk of oversimplifying and appearing blasé, the distinction is useful. Those already much involved in staff development will wonder why they need these profile pages and will, at a possible risk, choose to ignore them. Those who have never been engaged in staff development will, to their lasting credit, turn to these most useful pages. As to those in the middle somewhere, well—check them anyhow. No harm will be done and perhaps a lot of good realized.—Leslie W. Sheridan, University of Toledo, Toledo, Ohio.


Videotext has been defined as a two-way (interactive) communication system that links computer data bases to television by telephone or by cable television lines. Teletext, on the other hand, is a one-way (noninteractive) communication system that transmits information via television through regular or cable television broadcast signals. Videotext and teletext are considered to be the newest and most revolutionary developments in information retrieval.

With videotext one may use a hand-held calculator type key-pad and have a wide variety of information appear on a television screen, such as classified ads in the daily newspaper, travel and weather information, encyclopedia articles, and even holdings of the local library. Bills can be paid, bank accounts examined, and theater tickets reserved by this new home information service system.

A variety of videotext/teletext systems as they exist in their present stage of development are described in this work by Sigel and others. A brief chapter outlines the technology of videotext/teletext in relatively simple terms. Nearly half the book is devoted to a description of the two major British systems: CEEFAX (seeing facts) and Prestel. (The authors consider Britain to be a good two years ahead of the rest of the world in introducing home information services.)

CEEFAX, a teletext type service of the British Broadcasting Corporation, provides a broad range of information but features