

is that our "objects" are paper rather than paintings, sculpture, or houses. As an example, the "Technical Notes," from *The American Archivist*, is cited consistently throughout the bibliography while the very important and clearly written "On Conservation" series that appeared in *Museum News* receives only scant coverage, with references to much of the best material omitted.

Gremlins, unfortunately, pursued the printers and proofreaders throughout the production of this volume: The alphabetical order of entries is far from perfect, and there are occasional minor errors in the citations themselves.

Morrow and Schoenly obviously have accumulated a great deal of material. The library profession very much needs this information, and I hope that we can expect selective, annotated bibliographies by subject from them, prepared for various constituencies.—*Susan G. Swartzburg, Rutgers University, New Brunswick, New Jersey.*

Cammack, Floyd M.; DeCosin, Marri; and Roberts, Norman. *Community College Library Instruction: Training for Self-Reliance in Basic Library Use*. Hamden, Conn.: Linnet Books, 1979. 283p. \$17.50. LC 79-17531. ISBN 0-208-01825-5.

*Community College Library Instruction* provides those interested in starting or improving instructional programs in library use at their institutions with an elaborate description of the individualized, self-paced library instruction unit that has been part of the basic English composition course at Leeward Community College, a branch campus of the University of Hawaii, since 1972.

To achieve a high level of student motivation, the unit is presented immediately before the first research paper assignment. It consists of four separate sections: (1) an orientation tour of the library; (2) use of the card catalog and LC call numbers; (3) use of LC subject headings; and (4) use of periodicals and periodical indexes. These sections are taught by means of audiotapes combined with printed materials. The average student completes the entire library unit in nine hours, according to the authors—Floyd M. Cammack and Marri De-

Cosin, public service librarians at Leeward, and Norman Roberts, a language arts teacher there.

This publication is divided into two main parts. As stated in the introduction, "Part 1 of the book describes in three chapters the actual setting and rationale for a bibliographic instruction program at an undergraduate institution with an established policy of open admissions; the recommended means for designing practical goals for such a program; and an outline of the types of activities necessary to develop, maintain, and evaluate it."

Contained in the chapter on goals are reprints of ACRL'S "Guidelines for Bibliographic Instruction in Academic Libraries" and "Academic Bibliographic Instruction: Model Statement of Objectives"; a copy of "Library Instruction Goals and Objectives" formulated at the University of Wisconsin-Parkside; and the more limited aims of the library instruction unit taught at Leeward Community College in the fall of 1978. The chapter on methodology and evaluation provides detailed statistics demonstrating that Leeward's program has been quite effective.

Quoting again from the introduction to this work, "Part 2 is designed to support the descriptive chapters with actual samples of teaching and testing materials developed according to the principles, and under the circumstances, described in part 1." Instructional pamphlets, library skills workbooks, and tests that were used in 1978 are reproduced in part 2.

Included in the appendixes that follow are detailed outlines for the basic English course and the library unit; sample communications between librarians and teaching faculty; some student comments on the library unit; copies of test answer sheets; and a list of materials and operating procedures for Leeward's library unit as it was presented in the fall 1978 semester. A forty-one-page bibliography of relevant literature published since 1965 and a brief index round out the volume.

The most valuable feature of this useful book is that readers are granted blanket permission to reproduce whatever sections of part 2 and the appendixes they may wish to incorporate in their own course-related instructional programs. This is wonderful,

especially since the developers of Leeward Community College's library instructional materials have systematically revised them to insure validity, reliability, and practicality. It is strongly recommended that academic librarians desiring to initiate or improve their own programs buy this publication and copy freely from the 150 pages of teaching and testing items contained herein. The sample materials can easily be adapted to fit local needs. As a bonus, the authors are willing to supply additional materials and information, as well as consultations, upon request.—*Leonard Grundt, Nassau Community College, Garden City, New York.*

Hoffmann, Frank W. *The Development of Library Collections of Sound Recordings.*

Books in Library and Information Science, V.28. New York: Marcel Dekker, 1979. 169p. \$19.75. LC 79-23064. ISBN 0-8247-6858-2.

The purpose of this text is "to provide a blueprint of the selection, acquisition, and arrangement of phonorecords and tapes in all types of libraries" (p.v). Essentially, the author seems to be concerned with current circulating materials, rather than archival and historical collections. In addition to collection development, there are sections on audio reproduction equipment, the care and preservation of sound recordings, arrangement and classification, and cataloging. The sections on collection development include chapters on general principles of selection, selection criteria, and an extremely valuable annotated list of periodicals to be used in the selection process. There is also a bibliography of books which the author thinks will be helpful in collection development (books on music appreciation, history, and guides to the repertory).

Chapter 7 is a list of recordings for a basic collection. This is to serve as "merely a foundation." Local needs, inclinations, and capabilities will then determine the direction of the collection. The list of 1,250 items is recommended for large university and public libraries, but identifies appropriate items for medium-sized public and college libraries (625 items) and small public and school libraries (313 items). The list is classed by genre: blues, rhythm and blues;

classical music—chamber works, keyboard works, string and woodwind works, symphonic works, and vocal works; country and western music; drama; folk music; jazz; musicals, movies, radio shows; opera, operetta, ballet, oratorio; and popular music. Specific recordings are recommended in all cases except the classical genres (where only titles of compositions are listed with no recommendations for performers).

A notable feature of Hoffmann's work is his generous regard for nonclassical forms. On the other hand, I expect that many librarians would like to have more help in selecting specific interpretations of classical music. Thus Richard Halsey's book, *Classical Music Recordings* (Chicago: American Library Assn., 1976), is still indispensable. Nor have other basic sources been made obsolescent—see, for example, the series of discographies by Nancy and Dean Tudor, *American Popular Music on Elpee [sic]* (Littleton, Colo.: Libraries Unlimited, 1979- ).

One could certainly take issue with some of Hoffmann's predilections (e.g., his suggestion that library collections should mirror public tastes, the lack of coverage of certain areas of the repertory). But these issues are subjective, and, all things considered, this is a most useful contribution to the library literature.—*Gordon Stevenson, State University of New York at Albany.*

Music Library Association. Subcommittee on Basic Music Collection. *A Basic Music Library: Essential Scores and Books.* Compiled by the Music Library Association Subcommittee on Basic Music Collection. Edited by Pauline Shaw Bayne. Chicago: American Library Assn., 1978. 173p. \$5. LC 78-11997. ISBN 0-8389-0281-2.

Redfern, Brian. *Organising Music in Libraries.* 2d ed. London: Clive Bingley; Hamden, Conn.: Linnet Books, 1978-79. 2v. V.1, \$9.50. V.2, \$12.50. LC 78-819. ISBN 0-85157-231-6, V.1; 0-85157-261-8, V.2, Bingley; 0-208-01544-2, V.1; 0-208-01678-3, V.2, Linnet. V.1: Arrangement and Classification. V.2: Cataloguing.

During the 1970s the Music Library Association (MLA) issued a number of