

news, finance, sport, entertainment, weather, and travel data. Prestel (sometimes referred to as Viewdata) is a development of the British Post Office and unlike CEEFAX enjoys the major advantage of being interactive.

A separate chapter is devoted to the development of videotext and teletext systems within the United States. These developments have been slow especially when compared to Britain and France. Passing mention is made of Warner Communication's Qube service launched in Columbus, Ohio, and the ambitious projects of Knight-Ridder Newspapers and General Telephone and Electronics.

Although Sigel and the other contributing authors are to be commended for what they have written, it is what they have not written and what they have not addressed that makes this book of little value for most librarians. No mention is made of the significant implications that videotext/teletext systems have for the future of libraries or the role that libraries will play as these information systems are developed. Informa-

tion access and copyright are other issues not discussed.

Should one wish to read of the background and technological development of CEEFAX, Prestel, Oracle, etc., then this book will be helpful; but for current, library-oriented discussions of videotext/teletext information systems, this reviewer recommends constant perusal of current library literature. Susan Spaeth Cherry's article published in the February 1980 issue of *American Libraries* is an excellent place to start.—David B. Walch, *State University of New York, College at Buffalo*.

Woodbury, Marda. *Selecting Materials for Instruction: Issues and Policies*. Littleton, Colo.: Libraries Unlimited, 1979. 382p. \$18.50 U.S. and Canada; \$22 elsewhere. LC 79-18400. ISBN 0-87287-197-5.

Marda Woodbury's substantial experience in the school library field is clearly reflected in her book *Selecting Materials for Instruction: Issues and Policies*. She has written "a handbook for the establishing of an effective and efficient selection process" from which teachers, school administrators, librarians, media specialists, parents, and even library and education students can profit.

The book covers a wide variety of issues such as budgeting for instructional materials, needs assessments, materials selection policies, use of evaluation criteria in selecting instructional materials, learner verification and revision and appraisal of materials for readability, to name only a few. The emphasis throughout is to provide the reader with information about materials selection from preschool through high school, with major consideration being the selection of materials for classes and individuals, although the criteria employed in this study can be adapted to libraries and learning resource centers.

The author sees her study of materials selection as "a source of ideas, stimulating starting place for groups or individuals grappling with the processes or concepts of selection." She combines both theory and practical information throughout the book. One of the most functional characteristics of this study is the number of different sets of guidelines, specific policy statements, needs assessment forms, evaluation guidelines,

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rating scales, etc., which offer the reader systems that could be adapted to local situations. At the end of each chapter, the author has included a list of key organizations which develop or assess materials as well as pertinent literature reviews.

Today, perhaps more than at any other period in time, selection of instructional materials has become more than a school system issue. Community groups and special interest organizations are seriously questioning the inclusion of certain types of reading and instructional materials. The concerns of parents, educators, and employers about teacher preparation, instructional style, test scores, and basic comprehension ability directly affect the debate over the proper selection of materials for classroom or individual use. As Woodbury illustrates throughout, selection is a complex decision-making process involving many factors and criteria.

This book is a comprehensive, readable, contemporary assessment of the issues and policies involved in materials selection (including references to the effects of Proposition 13 in California). The author's practical experience in the field, coupled with the attempt to integrate research models with basic factual information and examples, makes this work most valuable as an introduction to the field of materials selection.—*George Charles Newman, Findlay College, Findlay, Ohio.*

Robinson, A.M. Lewin. *Systematic Bibliography: A Practical Guide to the Work of Compilation*. 4th ed. rev. With an additional chapter by Margaret Lodder. London: Clive Bingley; New York: K. G. Saur, 1979. 135p. \$10. LC 79-40542. ISBN 0-85157-289-8.

This work is an introduction to the "main principles involved in the practical work of compiling bibliographies" and is intended for the nonlibrarian and student of librarianship. Any work on bibliography must attempt to define the nebulous boundaries in that realm, and chapter one, in a very short space, does this quite well. The techniques described in the next three chapters are limited to systematic, or enumerative, bibliography.

The emphasis is on the practical decisions

to be made in compilation: how to collect material, how the field is to be limited, what form of entry to use, the place of annotations, and methods of arrangement and layout. The last chapter, by Margaret Lodder, briefly surveys the role of computers in both compilation and retrieval. Twenty plates provide pages from as many preeminent bibliographies and are very useful in illustrating points made in the text. There is a highly selective list of recommended books and an index.

First published in 1963 by the University of Capetown School of Librarianship, succeeding editions have seen very little change other than the added chapter on computer applications in 1971 (3d ed.). The major improvements have been in type size and legibility.

This is not a style manual, nor a treatment of bibliographic history or theory; but for the person faced with a task of compilation, the book has immediate value. In one sitting the subject is introduced and the various alternatives outlined. The presentation is scholarly and the advice sound. Enough references are given to the work of analytical bibliographers to spark further investigation on the part of the reader. Although the few changes may not have warranted a new edition, this remains a useful, perhaps unique, discussion of the "preparation of lists of books."—*Douglas Birdsall, Idaho State University, Pocatello.*

Warren, G. Garry. *The Handicapped Librarian: A Study in Barriers*. Metuchen, N.J.: Scarecrow, 1979. 147p. \$7.50. LC 79-21811. ISBN 0-8108-1259-2.

The purpose of this book is to present information about the career structures, working conditions, personal characteristics, educational preparation, interests, attitudes, and motivations of handicapped librarians and to examine the psychological and physical barriers, including policies, affecting their careers. The book is the outgrowth of the author's dissertation. Warren indicates that the experiences of his own speech impediment gave special insight into the preparation of the eleven-page questionnaire used for the study. It is hoped that once the physical and psychological barriers are identified, the profession and the hand-