

scripts in the Beinecke Rare Book and Manuscript Library at Yale, brings to life the materials with which she has worked, detailing not only their physical form, but also the circumstances of their origins and associations, and the questions and speculation to which they give rise.

The Earliest Library Motto traces her search for the source of an inscription in the doorway of the St. Gall Library, a trail leading back to Ramses II, whose library portals held the same Greek inscription: "the house of healing for the soul."

Most of the essays are associated with incunabula and manuscripts, chiefly medieval and Renaissance, except for the pieces devoted to Ezra Stiles, eighteenth president of Yale. Cora Lutz' scholarship is unmistakable, and an index and copious notes are provided for the studious. But her erudition does not stand in the way of the spell she weaves in her quest to give meaning to her materials as she uses them to illuminate life, especially the life of the intellect, throughout the ages.

Many of the manuscripts pose their own questions, for example, Lentulus' letter, which purports to be an eye-witness description of Christ, or a forged manuscript in boustrophedon, the early Greek form of writing that proceeded continuously back and forth across the page. Other topics lead back to the manuscript sources, the origin of the Y of Pythagoras, whose two arms symbolize the choice between the way of virtue and the way of evil, or again, an early Roman proverb, popular in sixteenth-century England, which eludes tracing to its use by Mary, Queen of Scots.

The essays are grouped into sections on medieval metaphor and symbol; the unexpected in manuscripts; renaissance learning; unusual animals in books; and rare books from the Stiles Library. The section of three essays on Stiles is a somewhat incongruous inclusion, but makes for interesting reading, nevertheless. As the Beinecke books and manuscripts were the inspiration for a majority of the essays, so most of the sixteen illustrations are taken from that collection. Well chosen and reproduced, they whet the appetite for a view of the originals.

This is, unfortunately, the kind of book

too often overlooked by the many who would find it fascinating. Classical philologists will already be familiar with earlier scholarly works by Cora Lutz. For the general reader these essays can be an exciting excursion into unfamiliar territory with a knowledgeable and articulate guide. Historian, classicist, bibliophile, and student will be indebted to the librarian who calls them to their attention.—*Gertrude Reed, Bryn Mawr College, Bryn Mawr, Pennsylvania.*

"Knowledge, How It Gets Around, What Happens to It in the Process," a special issue edited by Andrée Conrad, *Book Forum* 5, no.1 (1979). 176p. \$3. Available from: Hudson River Press, Box 126, Rhinecliff, NY 12574.

This special issue of *Book Forum*, planned around the National Enquiry into Scholarly Communication, is a useful way for librarians to learn what some members of the community of academic presses think of the report.

From the early paragraphs of Andrée Conrad's introduction, "Information Fever," one can see that the state of scholarly communication is about to meet unfriendly, not to say hostile, witnesses.

Today's scholars, Conrad says, lack the audacity demanded for interpretation of their data. Rather, they stick to peripheral fact-finding papers that are less likely to be challenged and which establish the authors' claim on their data. The National Enquiry, she continues, sees no harm in the development and, in fact, shows how the packaging and transmission of discrete units can be done electronically with great speed and even greater expense. But the intended recipients are other scholars and the 99.6 percent of the population outside the academic community who also want to know will learn, not from the scholars, but from the popularizers, whose ability to piece together snippets of information with scanty interpretation will be enhanced by the transmission marvels projected by the Enquiry.

Thus the fever, today's infatuation with fact, increases in virulence with the distance between knowledge generator and knowledge consumer.

Critiques of the report by three university press editors continue the attack. Ber-

nard Goldman (Wayne State University) believes it is reductionist as well as destructive to dwell on scholarly communication as a delivery system. Scholarly communication is not a collegiate luxury, but the basic and ultimately only important business of the university. The Enquiry should have concentrated on putting the academic press into the mainstream of education instead of a recital of devices and techniques that may save dollars here and there. The report failed to deal with the crucial question of quality publishing. David Bartlett (Temple University) adds. August Frugé (University of California, emeritus) approves of a national bibliographical network but calls the national periodical center an outmoded, precomputer agency, an unnecessary layer of administration.

But the harshest words come from Marilyn Gaul (president, Conference of Editors of Learned Journals): biased, unenlightened, lopsided, wrong-headed, arrogant, shortsighted, and extravagant. The Enquiry failed to understand the differences

between science journals and the humanities, the knowledge they are communicating, the way scholars use resources, the way each community is organized.

There are other interesting pieces: an interview with Chester Kerr; an account of the early University of South Carolina Press; a whimsical tale of a malpractice suit brought by an author against a university press; excerpts from *The World of Aldus Manutius* by Martin Lowry and Robert L. Oakman's *Computer Methods for Literary Research*; reviews of four books; and some other short articles—but they lack the zing of the earlier parts.

Is this issue simply a neo-Luddite attack, a longing for more money to continue conventional methods? There is resentment of the sums of public money suggested by the Enquiry and some serious lack of understanding of the role and plight of the research library. Frugé's remarkable statement that the management and finances of libraries have not received critical study is an example. But what I hear is a cry of out-

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rage that humanistic study is being laced into the straitjacket of technology and is going down the tube. Perhaps we should listen.—Joe W. Kraus, *Illinois State University, Normal*.

Davis, Charles H., and Rush, James E. *Guide to Information Science*. Westport, Conn.: Greenwood Pr., 1979. 305p. \$25. LC 78-75240. ISBN 0-313-20982-0.

This conservatively bound black book, accented with gold spine lettering contains an exciting clear presentation of certain fundamental concepts in information science.

The first six chapters are revised and expanded versions of chapters in these authors' earlier book *Information Retrieval and Documentation in Chemistry*. Some of the statistics have been toned down to appeal to those in nonscientific disciplines. However, this book cannot be construed as a first text in the topics it treats—unless it is supplemented with appropriate readings, many of which are cited in the bibliographies following each chapter.

New chapters are included on the "History and Fundamentals of Computing" and "Data Structures and File Organization." This latter chapter is the longest of all the chapters, giving good treatment at the intermediate level or for the advanced beginner in a graduate information science program.

Those possessing Davis and Rush's earlier book will want to add this one to their library. The "History" chapter is interesting but does not really add significantly to the main content and purpose of this book in the sense of information science principles. But, nonetheless, the chapter is valuable as a concise history; however, hardly what the graduate student in the history of science or computing would find informative. Most important, perhaps for women in information science, is the just recognition the authors give to Lady Lovelace, "Ada," who was Charles Babbage's collaborator and supporter and for whom one of the latest programming languages (ADA) is named.

The last chapter would be a particularly useful text chapter for a beginning course in information science, where students need to have exposure to basic data structures, file organization, and principles of computer

programming. In fact, no clearer exposition is present in the literature, in this reviewer's opinion, of some of the principles and their examples. Queues, stacks, strings, tables, and trees should all become clearer to the reader here than in many other treatments this reviewer has seen.

The quality of writing is excellent. Also the production quality is high, certainly worth the asking price, with only one typographical error on page 111. A minor misstatement occurs on the top of page 163 as power consumption of second generation computers rather decreased from the first generation due to the solid-state devices used.

This reviewer recommends this book for use in the teaching of information science fundamentals courses, for survey courses in library science, and for addition to any library supporting such curriculum offerings. Moreover, it should be a welcome addition to the private practitioner's library, and indeed a very good candidate for a "Best Book" award.—Audrey N. Grosch, *University of Minnesota, St. Paul*.

Brown, Eleanor Frances. *Cutting Library Costs: Increasing Productivity and Raising Revenues*. Metuchen, N.J.: Scarecrow, 1979. 264p. \$12.50. LC 79-19448. ISBN 0-8108-1250-9.

Living and working as we do in a period of increasing inflation, our budgets are continually being eroded. These are indeed trying times as we strive to provide the services we feel are necessary with dollars that purchase less and less. This is especially true for those many libraries that are understaffed, overworked, and underfunded. The timely appearance of Eleanor Frances Brown's *Cutting Library Costs* may very well prove useful by giving some helpful suggestions and by stimulating our own ideas and starting points.

The book is a listing of one suggestion after another, covering the whole spectrum of the public library's activities. Many are extremely basic, commonsensical kinds of ideas. I am sure that there are a number of people who would take umbrage at some of these very simple suggestions; however, I tend to feel, like the author, that there are many librarians who would welcome and