

braries rather than with the Association of Research Libraries. One can envision the use of this reader in library school courses on the foundations of librarianship as well as in programs of continuing education for librarians and information workers.—Dan Bergen, *University of Rhode Island, Kingston.*

Dale, Doris C. *Career Patterns of Women Librarians with Doctorates.* Occasional Papers no.147, December 1980. Urbana: University of Illinois Graduate School of Library Science, 1980. 28p. \$3. ISSN 0073-5310.

Lundy, Kathryn Renfro. *Women View Librarianship: Nine Perspectives.* ACRL Publications in Librarianship no.41. Chicago: American Library Assn., 1980. 108p. \$7. LC 80-23611. ISBN 0-8389-3251-7.

From a scholarly point of view these two studies have so little in common that their common subject, women in librarianship, seems hardly to connect them. Doris Dale has conducted and here reports upon a questionnaire survey of 300 living women librarians

with earned doctorates of whom just over 50 percent responded. In a clear narrative style she explains how the women were identified, the techniques used in conducting the study, and the numerical details of all responses to the thirty-eight-question, four-page survey instrument.

I wish the questionnaire itself had been reproduced as part of this report, but Dale's table-by-table summary makes that an academic rather than substantive issue. Of slightly more importance is a tone which creeps into the descriptions, especially in the latter pages when discrimination is the topic, a tone of complaint that does not seem to be justified by the data.

I think we must all be aware by now that women have been discriminated against in our profession (a so-called women's profession) as in other professional, business, and work areas. There is some evidence that the situation is improving, but discrimination by sex exists. Therefore, it is a surprise to discover that of more than 150 women respondents only about one third indicated they had been discriminated against either overtly or covertly. In reporting this Dale slips a little into "over-selling" the reported discrimination.

Where Dale is scientific, Lundy is humanitarian. Having interviewed, in 1978, nine female leaders of the profession, she sent each a transcript and accepted their corrections. The resulting question/answer texts are presented verbatim with brief—too brief—introductions outlining the careers of the women.

These are great librarians: Page Ackerman, Patricia Battin, Martha Boaz, Connie Dunlap, Margaret Goggin, Virginia Lacy Jones, Annette Phinazee, Sarah Rebecca Reed, and Helen Tuttle. It is satisfying to read their considered responses to questions ranging from ideas about administration and personal career choices to developing library school curricula and advice to beginning professionals. What is not satisfying is the lack of spontaneity which should be a strength of the interview format. It was edited out, one suspects, when the interviewers saw their less than carefully planned verbal expressions in the cold, black light of print.

Still, this is more enjoyable reading than most of our professional literature, and

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should give young librarians a few interesting insights into their futures.

Both these booklets should be in all library science collections.—*David Laird, University of Arizona, Tucson.*

Collection Development in Libraries: A Treatise. Edited by Robert D. Steuart and George B. Miller, Jr. Foundations in Library and Information Science, V.10 (Part A and Part B). Greenwich, Conn.: JAI Press, 1980. 2v. 602p. \$30 each volume. LC 79-93163. ISBN 0-89232-106-7 Part A; 0-89232-162-8 Part B.

As library budgets decline in real dollars and as both faculty interests and the range of potentially useful material continue to broaden, the art of collection development has come into its own. Any assiduous fool can add, in other words, but it takes real ability to prune skillfully and to realign—and reduce—collecting responsibilities. This collection of twenty-four essays is an attempt to instruct the unwashed (i.e., library school students and apprentice librarians) and to

provide the experienced collection development officer with some new perspectives. Whether it deserves to be called a treatise or, indeed, reduces an art to a science is another matter.

The essays group into five categories: (1) collection management, which includes organization, personnel, budgetary allocation, and other matters; (2) the selection processes themselves, including blanket orders, Latin American and European acquisitions, out-of-print buying, and preservation; (3) the use of quantitative methods such as citation and circulation analysis to guide development; (4) special problems arising from format (microforms, media) or sources (government documents); and (5) “new directions,” which includes such diverse subjects as “education for collection development” (Charles B. Osburn) and “creativity, collection management, and development.” Each essay—one wishes they had been numbered as chapters—contains a useful bibliography.

There are two principal difficulties in producing scientific collection policies. The first



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