

Book Reviews

Collection Development in College Libraries. Hill, Joanne Schneider, William E. Hannaford, Jr., and Ronald H. Epp, eds. Chicago: American Library Assn., 1991. 214p. \$45 (ISBN 0-8389-0559-5). LC 90-27006.

Although much has been written and published about collection development during the last twenty years, most of it has focused on large university and research libraries. The editors of this volume question the assumption implicit in much of that literature—that practices appropriate for large academic libraries can be easily adapted to smaller libraries—and have designed this collection of essays to fill the gap they perceive in the literature. The authors chosen to contribute papers all currently work in colleges, but most have also worked in large academic or research libraries—a fact that should make them particularly capable of addressing the assumption in question. (“College library” is defined here as one with a primary mission to support undergraduate instruction, holding fewer than a million volumes, spending less than a \$1 million annual materials budget, staffed by two to fifteen professionals, and serving approximately 2,000 students.)

The twenty papers are presented in five sections. The first considers whether college and university libraries do, in fact, differ. Mary Casserly identifies both philosophical and procedural areas in which qualitative differences exist between college and university library collection development. Joan Worley likens the college library to a small neighborhood grocery store that can compete successfully with the supermarkets because it emphasizes service and a collection that has exactly what its customers want. Roger Davis, however, challenges some

of the viewpoints offered by others concerning the unique nature of collection development in college libraries and argues that the most basic difference between larger and smaller academic libraries is money.

Although most contributors take a practical (in some cases, a “how-we-did-it”) approach to their topics, the second group of papers, entitled “Emerging Issues,” tends to be more theoretical. This section contains essays by Thomas Leonhardt on the need to simplify collection development in colleges; by Thomas Kirk, who proposes the contingency theory of organizational behavior as a conceptual context for collection development activities; and by William Hannaford on the ethical versus the expedient in collection development.

“Effective Collection Development,” the third section, emphasizes specific activities that affect or constitute collection development. Evan Ira Farber advocates effective bibliographic instruction as an important adjunct of effective collection development, while Michael Freeman discusses the usefulness (or uselessness) of budget allocation formulas in college libraries. Practical advice on gathering information on new faculty, new courses, and new programs in order to anticipate collection needs is offered by Willis Bridegam. For all those college librarians who dream of supplementary, unrestricted collection development grants, Richard Hume Werking explains the techniques used at Trinity University to double the collection between 1980 and 1988. Although the editors of this volume deliberately chose to use the term “collection development” (and explain in the introduction their reasons), Herbert Safford and Katherine Martin argue in their essay that “collection management” is a

better term for what should be happening in college libraries.

"The Role of the Faculty" addresses this much-debated factor in college library collection development with four essays. Ronald Epp reviews several recent studies dealing with higher education and scholarly communication and argues that college librarians ought to interact more with learned societies, granting agencies, etc. A 1988 survey of faculty research habits at Albion College is reported by Larry Oberg, while Larry Hardesty cites findings from several studies concerning faculty attitudes and participation in book selection. Mary Scudder and John Scudder describe how faculty involvement in collection development is encouraged at Lynchburg College.

This volume concludes with a section entitled "Trends in Collection Development." Two of the papers (by Wanda Dole and Ann Niles) remind readers once again of the difficulties in designing an approval plan for a college library with a small materials budget. Two other papers focus on preservation and its importance in college libraries. Charlotte Brown and Kathleen Moretto Spencer describe a preservation project undertaken in 1985 at Franklin and Marshall College. Joanne Schneider Hill reports on a 1988 survey of preservation practices at fifty-five college libraries. Peter Deekle's bibliographic essay on the literature of college library collection development rounds out this section.

Most of the essays presented in this volume are relatively short, and all are quite readable. Readers presently working in college libraries will find in some of the essays ideas that they may try in their own libraries; other essays will only be restatements of the obvious. The volume will probably be most useful for those who, never having worked in a college library (as defined by the editors), are about to seek employment there.—*Rose Mary Magrill, East Texas Baptist University, Marshall, Texas.*

Publishing Research Quarterly. New Brunswick, N.J.: Transaction Periodicals Consortium, Rutgers University,

1985—. Individuals: \$32/year; institutions: \$68/year. (ISSN 0741-6148).

Publishing Research Quarterly entered the crowded field of professional journals more than six years ago under the title *Book Research Quarterly*. As behooves a product designed and edited by publishing experts, the new journal sought to define a niche for itself: somewhere between a trade journal like *Publishers Weekly* and a research journal like the *Journal of Communications*. It would combine up-to-the-minute reports on practice with new research, discussion of broad concepts, and historical studies. Its closest kin is probably *Scholarly Publishing* (Toronto), which is oriented toward the humanities and deals mainly with university press publishing. *Publishing Research Quarterly*, however, reflects the interdisciplinary, social-science style of its parent, Transaction Publishers, located at Rutgers. The recent name change does not signal any change in emphasis, for this journal has always covered the gamut of publishing as industry, profession, and cultural phenomenon.

A typical issue consists of several articles (often illustrated), quarterly U.S. book industry statistics, and a few book reviews. Subject coverage is unusually varied. Picture a set of concentric circles with the publishing industry—past, present, and future—at the center. As the circles widen, they encompass specific kinds of publications; the legal and social environment of publishing; literacy and reading; technology; authors and writing; libraries; bookselling; and higher education. It hardly needs pointing out that academic librarianship shares many of these concerns, though the center of interest would be located elsewhere.

How well has the journal fulfilled its intentions? In some respects, very well. The variety of materials that has appeared over the last few years is the mark of an energetic editor. The international scope of the journal is admirable, ranging from the increasingly interdependent world of big publishing (North America, Europe, and Japan) to the Third World. The list of contributors is international and includes publishers,