

approach the references by author name, organization or cooperative project name, type of cooperative activity, or by groupings of types of libraries involved in cooperative projects.

The annotations are well written, in the 100-150-word range, and are indicative to informative in style. They give the reader enough information to determine if he needs to examine any given publication.

A review of the literature prefaces the bibliography. Discussion of the content of the referenced articles is arranged by groupings of types of libraries involved in cooperative projects (e.g., academic-school-public; academic-public; school-public). Interlibrary cooperative projects are wide-ranging in scope and include such activities as bibliographical centers, catalog card exchanges, cooperative and centralized acquisitions, cataloging and processing, cooperative and coordinated selection, duplicate exchanges, facsimile transmission, interlibrary delivery service, last copy retention, library development plans, photoreproduction of library materials, statewide networks, storage libraries, teletype networks, union catalogs and lists, and wide area telephone service.

The bibliography should be in the personal library of any librarian interested in cooperation among types of libraries. It is a well-planned, well-done compilation which will prove very useful in sorting out the interlibrary cooperative projects from those which profess to include different types of libraries but all too often don't.—*Lawrence E. Leonard, University of Illinois, Urbana.*

***For the Government and People of This State: A History of the New York State Library.*** Cecil R. Roseberry. Albany, N.Y.: The State Education Department, 1970. 126p.

Cecil Roseberry's brief volume is an "official" history, published by the State Education Department and written to commemorate the 150th anniversary of the founding of the New York State Library in 1818. It may be true that the genre is often eulogistic and dull, but this one is a bright, sparkling exception. It is a delightfully balanced combination of scholarly care and popularization. Few librarians will be able

to put it down, in any sense of the term, and it is certain to become a best seller among state publications.

The State Library at Albany was born in the same session of the legislature as the Erie Canal, and its nineteenth-century history seems to have been almost as turbulent as the canal's. Roseberry recounts the development, from unpromising beginnings, of what was to become the most distinguished of the American state libraries in vignettes of the people who directed and influenced it, of the constantly changing political and social climate of the state, of the pervasive problems of proper quarters, and of the growth of the library's collections.

Five absorbing chapters are devoted to the accomplishments of the most famous of the state librarians, Melvil Dewey, and his often zany career. The cast of characters, particularly in the early days of the library's existence when the part-time job of state librarian was part of a rampant spoils system, includes a brace of strange but engaging upstate political types. Notable was James Maher, Irish immigrant, war hero, wholesale grocer, and boss of Albany's Fourth Ward, who, when he was appointed state librarian by Van Buren, could at least claim some prior subprofessional experience since he had had a hand in the pillaging of the town library in York, Ontario, during the War of 1812. Another early appointee as state librarian was referred to by an Albany newspaper as "one of the greatest pot house brawlers and political blackguards in the federal ranks."

The appointment of the nonpolitical Board of Regents as the trustees of the State Library in the 1840s, and their insistence upon a full-time state librarian marked the beginning of a serious effort to develop the library. During the remainder of the nineteenth century, and especially during Dewey's tenure from 1888 to 1905, it became a model of efficient management for its day, even while the problem of suitable quarters was a persistent one.

A suspenseful chapter describes the disastrous fire of 1911 which destroyed large portions of the library's collection on the eve of a move into a new and safer building. Ironically, the near destruction of the collection brought attention and funds that, despite tragic losses of irreplaceable materi-

als, helped the library on the way to its present distinction.

This absorbing volume is a fitting memorial for the ending of an era in Albany's library history as the State Library prepares to move again in the 1970s, this time to spectacular quarters in Governor Rockefeller's controversial South Mall project.

Some scholars (but not many) may begrudge Roseberry his decision to forego footnotes, and the magazine-size, double-column format is probably unfortunate, but the illustrations are appropriate, generous, and contemporary, and the bibliography and index are adequate. The book is uncopyrighted and is in a limited edition, so there is probably a reprint publisher counting the pages right now. No library history collection anywhere can afford to miss this one, at any price.—*John Farley, State University of New York at Albany.*

***The Function of the Library in a College of Advanced Education.*** Harrison Bryan and Evelyn Lorna Hean. Sydney, Australia, 1970.

Too often, and especially early in the planning stages, academic librarians in their zeal to establish new college or university libraries lose sight of the institution's purpose and goals, frequently because they are misinformed or function exclusive of them. In their recent work, *The Function of the Library in a College of Advanced Education*, Harrison Bryan and Evelyn Lorna Hean have carefully presented a valuable and decidedly generic study which addresses itself to the peculiar library needs of a college situation in Australia. The colleges of advanced education in Australia most nearly approximate American four-year colleges, such as normal schools and four-year state colleges, but are given over to more innovation in the preparation of graduates for employment in business, government, and the social services.

This work is filled with statistical information and is scrupulously documented, serving two important purposes. First, it provides, in somewhat lengthy detail, an account of the educational purposes, learning-teaching concepts, and other pedagogical methods that the colleges of advanced education must consider with regard to the development and use of appropriate library

resources and services. Second, the library attitudes, standards, and other evaluative devices employed by academic librarians in such a formative venture are cogently presented and critically discussed. While the work is basically a report that provides recommendations for the development of library resources and services, the investigations and careful thinking on the included topics provide several innovative approaches toward the role of a library in an academic setting.

This combination of institutional goals, aggregation of quantified standards, and the interpretation of other planning elements contributes to a well-organized report that should serve as a guide for either the development of a new academic library or the upgrading and/or evaluation of an existing one. While the study may be highly localized and peculiar to the Australian academic scene, the use and modification of standards such as the Clapp-Jordan ones, coupled to a very careful analysis and discussion of strengths and weaknesses related to these standards, provides a highly worthwhile applied approach too often lacking in the professional literature. Furthermore, the discussions on modified formulas, particularly with regard to staff size, presents some highly original thinking about the role and importance of librarians, especially in the reader services areas, that it would behoove many academic library administrators to carefully consider.

I would recommend that most academic libraries purchase this work, even though it may soon be dated, or its recommendations ignored. There are a few caveats however that should be known, such as some minor typographical errors, the format being less than inspiring and the writing often pedestrian and overdone in places; but essentially, these minor irritants do not detract from what is a highly interesting and valuable study. This work should serve to enlighten academic librarians about the planning process in developing appropriate academic library resources and services for institutions of higher learning dedicated to the preparation of a new breed of college graduate.—*Robert P. Haro, University of Maryland.*

***Black Writing in the U.S.A., a Biblio-***