

the kind of book that many people would like to write but can't, because few have the ability to express themselves as succinctly, as forcefully, and as engagingly as Melcher. For this is above all a personal book expressing the wise opinions and reasonable prejudices of a knowledgeable and rational man, one who employs wit instead of anger, and who prefers the rapier to the bludgeon as a weapon for scoring points.

Of special interest and value is that Melcher is a publisher, so that while he is viewing the common terrain, his perspective is 180° out of phase with that of the acquisitions librarian. Thus, for example, the incredibly complicated discount structure that governs relations between publishers and wholesalers, and which the librarian is probably only aware of as a molehill on the horizon, appears close-up as the formidable mountain it is, capable of inhibiting the smooth flow of books from source to ultimate consumer. This difference of perspective does not mean that Melcher is insensitive or unsympathetic to the plight of the acquisitions librarian and the problems that confront the latter at his own end of the territory. If there is criticism of some traditional library practices—and there is—it is not offered in shrill condemnation but as encouragement to change what is to what should be. Melcher not only wants us to take our dreams and pretensions at face value, but takes it for granted that we have the capability of realizing them.

Perhaps the true value of the book lies in this atmosphere of self-confidence that pervades it and in its open avowal of bootstrapping. This is not to suggest that it favors exhortation over information; on the contrary, it contains a plethora of facts and figures on the operation of the book business, especially as it relates to libraries. Nor is it a how-to-do-it book in the usual sense. Rather, it offers information with the tacit assumption that a knowledgeable librarian is more capable of shrugging off the dead hand of conventional practice and of fulfilling his purpose than one who remains wholly ignorant or poorly informed. In this respect Melcher's book may appeal less to the neophyte than to the scarred veteran who still retains a spark that can be fanned into a flame of challenge to the status quo. Again and again the point is made, rein-

forced by examples, that no situation or procedure has to be accepted or continued just because it is hallowed by tradition, that all aspects of an operation should be examined and judged on how efficiently they contribute to the ultimate purpose of getting books to readers. And always Melcher advocates grass roots solutions, which he defines as "... solutions which grow out of the problems . . .," as opposed to "... pre-packaged solutions imported from elsewhere." (The latter he feels "... are about as satisfactory as mail order dentures.") It is hard not to want to respond to this kind of approach with a new surge of determination to make things better and make them work. If some of the author's confidence in an individual's ability to dominate the institutional system he is a part of is absorbed by the reader, librarianship in general and acquisitions work in particular cannot help but benefit.

Earlier I alluded to Melcher's prejudices. (I called them reasonable ones and will stick with that despite the paradox.) Some of them are well known by now, but the reader should enjoy encountering these once more and others for the first time. Melcher is not one to stand mute before the sacred cows and begged questions of librarianship, but his observations are constructive, not retaliatory, and he is practically one of the family. While he may be a heretic, he is not an apostate.

If I were to indulge myself in a minor disappointment, it would be that he allows to stand unchallenged the concept that a primary objective of an acquisitions department is speed in getting books to readers. Better is faster. It may well be true, but I would have enjoyed a hard-nosed Melcher appraisal of it so I could be sure. But on the other hand, I suppose a man who has lost his faith in computers and the Library of Congress has to retain belief in something.—Howard A. Sullivan, *Wayne State University, Detroit, Michigan.*

OTHER BOOKS OF INTEREST TO ACADEMIC LIBRARIANS

Adamson, John William. *Pioneers of Modern Education in the Seventeenth Century*. New York: Teachers College Press, 1971. 285p. \$6.95. (79-165366).

- Baird, Newton D., and Greenwood, Robert, eds. *An Annotated Bibliography of California Fiction: 1664-1970*. Georgetown, Cal.: Talisman Literary Research, Inc., 1972. 521p. \$20.00.
- Bradshaw, Charles I., Wiggins, Marvin E., and Hall, Blaine. *Using the Library: The Card Catalog*. Provo, Utah: Brigham Young University Press, 1971. 104p. (71-175298). (ISBN 0-8425-0817-1).
- Clifton, H. D. *Data Processing Systems Design*. Princeton, N.J.: Auerbach Publishers, 1971. 154p. \$6.00. (78-171054). (ISBN 0-87769-118-5).
- Corbett, Edmund V., and Corbett, Enid W., comps. *The Libraries, Museums and Art Galleries Year Book, 1971*. New York: R. R. Bowker Company, 1971. 694p. \$16.50.
- DeMolen, Richard L., ed. *Richard Mulcaster's Positions*. New York: Teachers College Press, 1971. 284p. \$6.95. (77-168389).
- Doll, Russell C., and Hawkins, Maxine, eds. *Educating the Disadvantaged: 1970-1971, An AMS Anthology*. New York: AMS Press, 1971. 604p. \$8.95. (70-143794). (ISBN 0-404-10155-0).
- Griffin, Charles C., ed. *Latin America, A Guide to the Historical Literature*. Austin, Texas: The University of Texas Press, 1971. 700p. \$25.00. (71-165916). (ISBN 0-292-70089-X).
- Fridley, Russell W., and Holmquist, June Drenning, eds. *Publications of the Minnesota Historical Society*. St. Paul, Minn.: The Minnesota Historical Society, 1972. 216p. \$7.00. (73-186382). (ISBN 87351-070-4).
- Kempkes, Wolfgang, ed. *International Bibliography of Comics Literature*. New York: R. R. Bowker Company, 1972. 213p. \$12.50. (ISBN 3-7940-3393-0).
- Kloster, Gudrun B., ed. *Handbook of Museums: Germany, Austria and Switzerland*. 2v. New York: R. R. Bowker Company, 1971. 1300p. \$34.00 for 2v. set. (ISBN 3-7940-3411-2, 3-7940-3412-0).
- Latham, Edward Connery, ed. *A Concordance to the Poetry of Robert Frost*. New York: Holt, Rinehart and Winston, Inc., 1971. 640p. \$30.00. (75-177494). (ISBN 0-03-091225-3).
- Marcus, Jacob R., ed. *An Index to Scientific Articles on American Jewish History*. New York: Ktav Publishing House, Inc., 1971. 240p. \$17.50. (72-138460). (ISBN 0-87068-139-7).
- Mesa, Rosa Quintero, comp. *Latin American Serial Documents, A Holdings List, Volume 5: Argentina*. New York: R. R. Bowker Company, 1971. 693p. (73-180800). (ISBN 0-8352-0515-0).
- Mesa, Rosa Quintero, comp. *Latin American Serial Documents, A Holdings List, Volume 6: Bolivia*. New York: R. R. Bowker Company, 1972. 156p. \$10.95. (73-180800). (ISBN 0-8352-0519-3).
- North, Jeanne B., ed. *Communication for Decision-Makers; ASIS Proceedings of the American Society for Information Science*. v.8. Westport, Conn.: Greenwood Publishing Company, 1971. 413p. \$11.00. (64-8303). (ISBN 87715-408-2).
- Roxas, Savina A. *Library Education in Italy: An Historical Survey, 1870-1969*. Metuchen, N.J.: The Scarecrow Press, Inc., 1972. 248p. (70-167643). (ISBN 0-8108-0419-0).
- R. R. Bowker Company, *Children's Books in Print 1971; Author Index, Title Index, Illustrator Index*. New York: The Author, 1972. 787p. \$15.95. (70-101705). (ISBN 0-8352-0509-6).
- R. R. Bowker Company, *Subject Guide to Children's Books in Print 1971; A Subject Index to Children's Books in 7,000 Categories*. New York: The Author, 1972. 471p. \$15.95. (70-101705). (ISBN 0-8352-0511-8).
- Smith, Roger C., and Reid, W. Malcolm, eds. *Guide to the Literature of the Life Sciences*. 8th ed. Minneapolis, Minn.: Burgess Publishing Company, 1972. 166p. \$6.50. (74-181748). (ISBN 8087-1964-5).
- University of Tasmania Library, *Union List of Higher Degree Theses in Australian University Libraries, Supplement 1966-1968*. Hobart, Australia: The Author, 1971.
- University of Virginia Medical School Library, *Virginia Union List of Biomedical Serials*. 2d ed. Charlottesville, Va.: The Author, 1971. 266p.
- Walker, Gregory, ed. *Directory of Libraries and Special Collections on Eastern Europe and the U.S.S.R.* Hamden, Conn.: Archon Books, 1971. 159p. \$9.00. (ISBN 0-258-96837-0).

- Wilding, Norman, and Laundry, Philip. *An Encyclopedia of Parliament*. 4th ed. New York: St. Martin's Press, 1972. 931p. \$20.00. (72-162373).
- Withey, Stephen B. *A Degree and What Else? Correlates and Consequences of a College Education*. New York: McGraw-Hill Book Company, 1971. 147p. \$5.95. (74-172034).
- Woody, Thomas. *Life and Education in Early Societies*. New York: Hafner Publishing Company, Inc., 1970. 825p. \$27.50. (75-153591).
- Woy, James B., ed. *Investment Information: A Detailed Guide to Selected Sources*. Vol. 19 of Gale's Management Information Guide Series. Detroit, Mich.: Gale Research Company, 1970. 231p. \$14.50. (79-118791).
- Yates, J. V., ed. *The Author's and Writer's Who's Who*. Darien, Conn.: Hafner Publishing Company, Inc., 1971. 887p. \$24.95.

ABSTRACTS

The following abstracts are based on those prepared by the Clearinghouse for Library and Information Sciences of the Educational Resources Information Center (ERIC/CLIS), American Society for Information Science, 1140 Connecticut Ave., N.W., Suite 804, Washington, DC 20036.

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Documents available from the National Technical Information Service, Springfield, VA 22151 have NTIS number and price following the citation.

Planning and Implementing Academic Library Automation Programs: Proceedings of the Librarianship Training Institute Held at Louisiana Tech University, June 14-28, 1970. Ed. by Sam A. Dyson. Louisiana Tech University, Ruston, Prescott Library. 1971. 223p. (ED 054 836, MF—\$0.65 HC—\$9.87)

A library-oriented, concentrated course in the use of computers in libraries is a definite need in the profession. Librarians can learn the use of computers even though they have no background in data processing. The profession is also in need of a course syllabus which can be used either in a formal college course or in an in-service training situation. One of the by-products of this institute will be such a syllabus. Pre-institute activities included a programmed instruction course to acquaint participants with terminology, theory, and logic of computers and to furnish all par-

ticipants with a common store of background knowledge. Eight manufacturers' representatives presented their firm's hardware capabilities, library applications, cost and learning arrangements, and impending developments of interest to the library user. Fourteen papers on automating library technical processes, problems in library technical processes, systems analysis and flow charting, and COBOL programming language are included.

Statistics of Public Libraries Serving Areas With at Least 25,000 Inhabitants, 1968. By Ruth L. Boaz. National Center for Educational Statistics (DHEW), Washington, D.C., Library Surveys Branch. 1970. 149p. (ED 054 804, MF—\$0.65 HC—\$6.58)

The report is based upon two questionnaires administered by the Office of Education. The first questionnaire, sent to each

state library agency, asked for a list of libraries in the state which served areas with at least 25,000 inhabitants. Forty-nine responding states and three outlying areas reported a total of 1,135 qualifying libraries. The second questionnaire produced a total of 1,057 responses. Table 1 presents summary data for the 1,057 reporting libraries, by population size group; tables 2 and 3 present selected summary data for these libraries, by state; and tables 4 through 9 provide detailed information for each responding library, arranged alphabetically by state and city. All annual data included in this report cover the libraries' fiscal year that ended during the period January 1, 1968, through December 31, 1968. The variation in type of fiscal year used by public libraries is shown in appendix B. The questionnaires, definitions, and instructions are reproduced as appendixes C and D.

A Cost Analysis and Usage Study of the Reserved Materials Collection of the University of Arizona Main Library. By Ford Jensen. 1971. 25p. (ED 054 822, MF—\$0.65 HC—\$3.29)

A study of the reserve materials collection at the Main Library from a usage and cost analysis perspective revealed that 93.7 percent of all items that circulated could have been circulated an equal number of times through the standard circulation procedure which allows material to be used for seven days. The remaining 6.3 percent of the material which circulated more than five times in the five-week summer session is the only material that merits special attention as a reserve collection.

Collection Development and the Computer: A Case Study in the Analysis of Machine Readable Loan Records and Their Application to Book Selection. By Peter Simmons. British Columbia University, Vancouver, School of Librarianship. 1971. 63p. (Available from University of British Columbia Press, Vancouver 8, Canada, as ED 054 817, HC—\$2.50)

At the library of the University of British Columbia, computers are used for a variety of tasks, including the control of book and serial acquisitions. The computer-produced

circulation records have been employed to study the use of library materials at U.B.C. in three distinct areas. There have been studies of use in relation to loan policy, studies of use by defined groups of borrowers, and studies of heavily used materials. This report is an account of a group of studies of books which circulated with unusual frequency. Since these studies of the library's services have had a direct effect upon the acquisition of library materials, they provide the missing link that is helping to turn the U.B.C. library into a closed-loop control system: an integrated system that is able to alter its behavior based on accurate information about the specific demands that are being made upon it. These studies, therefore, permit the library to make the most efficient and effective possible use of its limited funds, and afford the library's users a quality of service that heretofore has not been possible.

Information Requirements of Researchers in the Social Sciences. v.1: Text; v.2: Tables. Bath University of Technology (England), University Library. 1971. 280p.; 214p. (ED 054 806; ED 054 807, MF—\$0.65; \$0.65 HC—\$9.87; \$9.87)

The main findings of an investigation into the information requirements of the social sciences, conducted between September 1967 and December 1970, are reported. It covers the information needs of social science researchers, and of teachers in social science departments of universities. The objective of the investigation was to provide material useful for the design of information systems. Data were collected not only on current information gathering practices and information uses but also on more fundamental issues relating to the nature of the work being carried out and the type of information required for it. Three methods of investigation were used: (1) a questionnaire circulated to a national sample drawn from a population of all the social science researchers that could be identified, (2) interviews, and (3) day-to-day observation of a very small number of social scientists. A review of relevant literature and work already conducted was an essential ingredient of this investigation.

The entire second volume of this report

consists of tables based on the study reported in Volume 1.

The Academic Library Administrator and His Situation. Final Report. By Mary Lee Bundy and Paul Wasserman. Maryland University, College Park, School of Library and Information Services. 1970. 122p. (ED 054 796, MF—\$0.65 HC—\$6.58)

The purpose of this study is to analyze the characteristics of administrators and of the organizations and the environments in which they function in an attempt to increase understanding of the human and organizational variables which tend to spawn or to inhibit change. The instrument employed in the analysis was a mail questionnaire addressed to administrators of the four discrete types of libraries: academic library, public library, school library, and special library. In this study of the academic library administrator, from a universe made up of academic institutions with student bodies of 3,000 or more, a total of 161 administrators responded to the questionnaires. Full details of sample choice and design and an analysis of the sample are contained in the appendixes of this report. It was concluded that to realistically assess the prospects for change in academic libraries is to expect only the most minimal in the way of basic modification in the foreseeable future. For there is at present no clear and unambiguous mandate for innovation which has yet captured the imagination or provoked the conscience of the administrative class in academic librarianship.

(For other parts of this study see LI 003072 through LI 003074.)

Congestion at Card and Book Catalogs—A Queuing Theory Approach. By Abraham Bookstein. 1971. 32p. (ED 054 793, MF—\$0.65 HC—\$3.29)

The question of whether a library's catalog should consist of cards arranged in a single alphabetical order (the "dictionary" catalog) or be segregated as a separate file is discussed. Development is extended to encompass related problems involved in the creation of a book catalog. A model to study the effects of congestion at the catalog is created. Using a drawer chosen ran-

domly from either a dictionary catalog, or the subject or author-title part of a split catalog, three measures of congestion are considered: (1) the probability that the drawer is being used, (2) the average time needed to wait for a use, and (3) the average number of people attracted to the drawer at any time. All the parameters used and the basic relations among them are collected in Section II. The first measure of congestion considered is the likelihood that a user must wait before he can use a drawer. The next measure of congestion is the mean time a user must wait to gain access to a drawer. The final measure of congestion is the number of people contributed to the system at any time along each drawer. Section VI considers the implications of the model for the construction of book catalogs. It was found that each of the three criteria of congestion can lead to a different conclusion.

Bibliography of Use Surveys of Public and Academic Libraries. 1950-Nov. 1970. By Pauline Atkin. London: The Library Association, 1971. 82p. (ED 055 617, MF—\$0.65 HC—\$1.80)

Within the public, academic, and school libraries the use of specific types of materials was examined, for example, audiovisual, reference, and bibliographic materials, and different types of catalogs. The physical layout and arrangement of the libraries and their influence on use and nonuse were also considered. The factors inhibiting the use of libraries include the geographical distribution of users, the location of the library within the community, and the educational abilities and literacy levels of the readers. The levels of usage included are: academic—professional and faculty members, postgraduate, undergraduate, research and administrative levels; public—adults and children, student, professional and business; and special provision for handicapped or homebound readers. Information for the bibliography was gathered from a search of the published literature, unpublished materials, material obtained from letters to library schools and published letters, and relevant published indexing and abstracting services, e.g., Library and Information Science Abstracts, Library Literature, and ERIC.

Collecting and Reporting Real Costs of Information Systems. By Douglas S. Price. American Society for Information Science, Washington, D.C. Special Interest Group on Costs, Budgeting and Economics. 1971. 173p. (ED 055 592, MF—\$0.65 HC—\$6.58)

This document attempts to provide managers and designers of information systems with a usable, practical, "building block" system for unit costing. The model is sufficiently flexible to be applicable to a wide variety of cost control requirements; costing elements include project, product, account, organization, and function. Design of the cost system involves knowledge of basic principles and the system reporting formats, product structure and counts, function roles, nonproduction costs, and allocations. The next steps are identification of product lines, tagging cost elements, and conducting trial runs. System implementation requires design parameters which reflect human limitations, controls, and staff education and orientation. In forecasting it is equally important to know what not to do as how to do it. The design and installation of the described cost system will produce fringe benefits which almost justify the expenditures. Fourteen appendices provide working tools for system utilization.

A Survey of User Education in New York State Academic Libraries. By Arthur P. Young and others. 1971. 22p. (ED 055 621, MF—\$0.65 HC—\$3.29)

The main objective of the survey was to collect and analyze data derived from a preselected list of questions pertaining to library user education services/programs, and to ascertain how librarians rate various instructional components. Specifically, the survey questionnaire attempted to identify and to compare current user education activities from their institutional categories—junior colleges, undergraduate schools, and universities. Questionnaire items covered four broad areas of interest: (1) What general instructional services are offered by libraries?; (2) What is the extent and ar-

range of formal basic and advanced bibliographic instruction?; (3) What major difficulties do librarians encounter in planning and implementing their programs?; (4) How do librarians rate various instructional components? Eighty-nine percent of the responding librarians concluded that user education is relevant to libraries. A limited profile of instructional services and librarian attitudes toward user education in New York State academic libraries has been produced by this survey investigation.

Microform Utilization: The Academic Library Environment. Report of Conference held at Denver, Colorado, 7-9 December 1970. Ed. by Alta Bradley Morrison. Office of Education (DHEW), Washington, D.C. Bureau of Research. April 1971. 243p. (ED 048 701, MF—\$0.65 HC—\$9.87)

The use of microforms in academic environments has become a general source of concern to all those involved with it. To some extent, the issues underlying the concerns of these groups can be summarized as a question: How can an academic library achieve full benefit from microform media? To develop information and to probe the difficulties of managing and using library microforms, a conference was held at the University of Denver in December 1970. The overall perspective of the conference treated the library administrator as a mediator between competing interests and forces that are operative in the sphere of academic microform applications. The purposes of the meeting were to foster understanding and use of microform technology in academic libraries; enhance the utility of educational microforms through the exchange of ideas; and inform the academic library community and industrial sector of microform techniques, systems, and requirements in an academic setting. Taken as a whole, this document reports constructive comment for the development of more effective microform utilization in the academic environment in differing situations.