

printed subscription should not be canceled. Example: if the *Social Science Citation Index* costs \$1,500 a year and an on-line search of it costs about \$44, everything included, then one can buy about thirty-four such searches a year for the subscription price. Thus if the printed version is used more than thirty-four times, then the printed version is presumed to be more cost-effective and should not be canceled.

Because the author employs only one set of his earlier assumptions, the one least favorable to on-line searching, and simultaneously ignores some major cost factors such as discounts for on-line service and the almost unavoidable purchase of multiyear cumulations if one were to run a manual bibliographic searching service, this table could be off by more than 100 percent and thus is not a reliable tool. But if it acts as a stimulus for libraries to do their own analyses, it will have served a purpose.

Even with these figures, one general conclusion seems unavoidable: A small number of highly priced indexes (*Chemical Abstracts*, *Excerpta Medica*, *Science Citation Index*) are becoming serious candidates for cancellation by the smaller libraries which presently purchase them, where usage of such indexes can be measured in the range of 75 to 150 instances per year. Based upon the issues which Saffady's last section raises, rather than upon the numbers given therein, one may expect the on-line community to be studying and discussing this work rather closely in the years ahead.—Peter G. Watson, *California State University, Chico*.

Morrow, Carolyn Clark, and Schoenly, Steven B. *A Conservation Bibliography for Librarians, Archivists, and Administrators*. Troy, N.Y.: Whitston, 1979. 271p. \$18.50. LC 79-64847. ISBN 0-87875-170-X.

In their introduction, Morrow and Schoenly state this 1,376-item bibliography cites literature that has appeared since 1966, for it was the devastating flood in Florence that year that focused world attention on the salvage and restoration of the works of art and books inundated by the water. The volume covers broadly conservation administration, environmental protection, information preservation, conservation

techniques, and general works on conservation.

While a revised, comprehensive bibliography is shortly expected from George and Dorothy Cunha to replace their 1972 listing (found in the *Conservation of Library Materials*), there has been a need for a selective bibliography covering the vast body of material on conservation published in the period 1971-1979. But because of its organization, this volume will be most useful for those already familiar with the literature and in need of checking a reference, rather than a larger audience.

I am puzzled by this bibliography because I suspect that once the authors compiled their card index of entries on the preservation of library and archival materials they published it without determining what information they wished to communicate to their audience, who that audience might be, and how that audience might want to use the material. It is not, and does not pretend to be, the comprehensive post-1972 bibliography that the specialist needs. Yet it is too narrow and limited for the nonspecialist who needs good, basic information quickly. What, for example, would the compilers consider the basic book or article in each section, regardless of publication date?

There is a subject index, but it appears that most of the citations in the bibliography are cited only once. For example, the subject index cites one specific reference on "thymol," but the bibliography includes a number of books and articles that contain helpful information on the use of thymol for fumigation. Thus the bibliography becomes of minimal use for someone not already familiar with the literature.

In their introduction the compilers state that the literature of book and document conservation is diverse and draws from a number of allied fields. The compilers have carefully reviewed the literature in the archival, library, and conservation fields, but the literature of the museum community has been checked only cursorily.

This is a serious lack, because the models that both librarians and archivists have followed in developing sound preservation programs over the past decade have been museum models. The significant difference

is that our "objects" are paper rather than paintings, sculpture, or houses. As an example, the "Technical Notes," from *The American Archivist*, is cited consistently throughout the bibliography while the very important and clearly written "On Conservation" series that appeared in *Museum News* receives only scant coverage, with references to much of the best material omitted.

Gremlins, unfortunately, pursued the printers and proofreaders throughout the production of this volume: The alphabetical order of entries is far from perfect, and there are occasional minor errors in the citations themselves.

Morrow and Schoenly obviously have accumulated a great deal of material. The library profession very much needs this information, and I hope that we can expect selective, annotated bibliographies by subject from them, prepared for various constituencies.—*Susan G. Swartzburg, Rutgers University, New Brunswick, New Jersey.*

Cammack, Floyd M.; DeCosin, Marri; and Roberts, Norman. *Community College Library Instruction: Training for Self-Reliance in Basic Library Use*. Hamden, Conn.: Linnet Books, 1979. 283p. \$17.50. LC 79-17531. ISBN 0-208-01825-5.

Community College Library Instruction provides those interested in starting or improving instructional programs in library use at their institutions with an elaborate description of the individualized, self-paced library instruction unit that has been part of the basic English composition course at Leeward Community College, a branch campus of the University of Hawaii, since 1972.

To achieve a high level of student motivation, the unit is presented immediately before the first research paper assignment. It consists of four separate sections: (1) an orientation tour of the library; (2) use of the card catalog and LC call numbers; (3) use of LC subject headings; and (4) use of periodicals and periodical indexes. These sections are taught by means of audiotapes combined with printed materials. The average student completes the entire library unit in nine hours, according to the authors—Floyd M. Cammack and Marri De-

Cosin, public service librarians at Leeward, and Norman Roberts, a language arts teacher there.

This publication is divided into two main parts. As stated in the introduction, "Part 1 of the book describes in three chapters the actual setting and rationale for a bibliographic instruction program at an undergraduate institution with an established policy of open admissions; the recommended means for designing practical goals for such a program; and an outline of the types of activities necessary to develop, maintain, and evaluate it."

Contained in the chapter on goals are reprints of ACRL'S "Guidelines for Bibliographic Instruction in Academic Libraries" and "Academic Bibliographic Instruction: Model Statement of Objectives"; a copy of "Library Instruction Goals and Objectives" formulated at the University of Wisconsin-Parkside; and the more limited aims of the library instruction unit taught at Leeward Community College in the fall of 1978. The chapter on methodology and evaluation provides detailed statistics demonstrating that Leeward's program has been quite effective.

Quoting again from the introduction to this work, "Part 2 is designed to support the descriptive chapters with actual samples of teaching and testing materials developed according to the principles, and under the circumstances, described in part 1." Instructional pamphlets, library skills workbooks, and tests that were used in 1978 are reproduced in part 2.

Included in the appendixes that follow are detailed outlines for the basic English course and the library unit; sample communications between librarians and teaching faculty; some student comments on the library unit; copies of test answer sheets; and a list of materials and operating procedures for Leeward's library unit as it was presented in the fall 1978 semester. A forty-one-page bibliography of relevant literature published since 1965 and a brief index round out the volume.

The most valuable feature of this useful book is that readers are granted blanket permission to reproduce whatever sections of part 2 and the appendixes they may wish to incorporate in their own course-related instructional programs. This is wonderful,