

in which this public can be served: (1) Although some think of continuing education as the proper field for public libraries, many colleges and universities also present continuing education courses. (2) Television can spark interest in many cultural matters and offers the public an opportunity to study a variety of issues. (3) As high schools develop programs in the humanities, such efforts might spill over into the academic arena. (4) Local history is frequently the province of the public library, but many academic libraries build such collections as well for research purposes. (5) Surely academic libraries can cooperate with public libraries in continuing support of programs in the humanities that treat the enduring questions of human life.

The academic library can encourage the humanistic attitude of its students by being willing to buy such materials, even if they are not popular—buying more for quality than for demand. Sometimes public libraries cannot afford this so-called luxury (p.8–10).

Academic librarians think of the library as an information place for students, and rightly so; yet we cannot forget our obligation to be a cultural center as well (p.23). Furthermore, a greater cooperation between public and academic libraries helps to unearth those many human resources that can be found in the geographical area (p.25).

Not only the presenters but also the discussants referred to the academic library and its role in exposing students to the humanities as part of the library's total role in the academic setting. Thus the minds of students can be enhanced for their entire lives. In other words, a lessening of required courses to prepare one to earn a living in a certain field allows the student to aim for some humanistic goals also (e.g., p.66).

In addition, community colleges, universities, and four-year colleges, insofar as they aim to fulfill their continuing education mission, should be careful not to get bogged down in credit hours solely. Opportunities should exist to advance oneself humanistically without taking courses for credit, and the charge should be less, since record keeping is minimal (p.94).

Some of the ideas developed by museum

director E. L. Chalmers might well be studied by academic librarians and adapted to their particular situation. Librarians are interested in developing monetary resources, to say nothing about involving the community in the needs of libraries (p.139 ff.).

Many might wish to emphasize an idea tried in some libraries already and currently being tested by banks—the personal librarian and the personal banker. The introduction of the personal librarian, especially for the heavy user of materials, may prove a useful option (p.158).

Unlike the television station that can offer only one thing at a time, the library can offer all users something to suit their individual needs or interests—the riches of humanistic scholars (p.210).—*Jovian P. Lang, OFM, St. John's University, Jamaica, New York.*

College and University Archives: Selected Readings. Chicago: Society of American Archivists, 1979. 234p. \$11; \$8 for SAA members. LC 79-19917. ISBN 0-931828-16-3.

College and University Archives: Selected Readings contains seventeen articles and six appendixes selected primarily from the published literature in the field by a subcommittee of the Society of American Archivists Committee on College and University Archives. These readings are intended to provide assistance to novices in an area of archival administration now comprising the largest single employment category in the profession. Though most useful to practitioners, the readings also provide valuable information to administrators concerned with the costs and benefits of an archival program.

Reading lists for any course in archival theory and practice should include *College and University Archives*. Many of the articles relate to more than one topic and cannot be neatly categorized, but a student might profitably approach this compilation by reading first Ernst Posner's historical essay, "The College and University Archives in the United States," and Ian E. Wilson's parallel treatment, "Canadian University Archives."

Overviews of how to set up and adminis-

ter college and university archives are presented in Nicholas C. Burckel's two especially well done articles, "Establishing a College Archives" and "The Expanding Role of a College or University Archives," and in Dwight H. Wilson's "No Ivory Tower: The Administration of a College or University Archives." Of the two case studies included in the volume, Clifford K. Shipton's "The Harvard University Archives" and Maynard Brichford's "The Illiarch," the latter will be more applicable to the majority of college and university archives.

The reader includes two useful treatments of records management, which often provides the economic rationale for archival programs: William Saffady's "Operational Guidelines," and "A Practical Approach" by William F. Schmidt and Sarah J. Wilson. The archivist's relations with other components of the university community are the subject of Brichford's "University Archives: Relationships with Faculty" and Miriam I. Crawford's "Interpreting the University Archives to the Librarian." Appraisal and processing of records and papers are discussed by both Brichford and Dellene M. Tweedale, although Tweedale's article, "Procurement and Evaluation of Materials for a University Archives," is somewhat dated.

The attention devoted to reference services is perhaps the weakest part of the reader. Shipton's "The Reference Use of Archives" is limited in its specificity. And while it is good to have "A Scholar's View" represented by Laurence R. Veysey and by David B. Potts in "College Archives as Windows on American Society," beginning archivists will not find much practical advice in either article.

Some of the most useful material is found in the six appendixes, several of which had not been published previously. "Appendix B: The Family Education Rights and Privacy Act" nicely complements Charles B. Elston's excellent exposition of some of the legal problems involved in administering student records. Other appendixes provide guidance for handling theses and dissertations, preparing repository guides, and initiating records management procedures. Of particular note is the University of Wisconsin System's "Core Mission and Minimum

Standards for University Archives," which formed the basis for similar guidelines recently adopted by the Society of American Archivists.

This welcome compilation is an indispensable tool for all archivists, librarians, and administrators concerned with college and university archives.—*Mary E. Janzen, Chicago Historical Society, Chicago.*

CORRECTION

The name of Bruce Fluesmeier was omitted as coauthor of the review of *The Organization of Information Systems for Government and Public Administration*, which appeared in our May issue, p.263-65.

ABSTRACTS

The following abstracts are based on those prepared by the ERIC Clearinghouse on Information Resources, School of Education, Syracuse University.

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Introduction to Bibliography and Research Methods Handbook. By Cerise Oberman-Soroka. Robert Scott Small Library, College of Charleston, Charleston, S.C. 1979. 53p. ED 179 213. MF—\$0.83; PC—not available.

Used as a primary text for a required one-hour basic research methods course at the College of Charleston, this handbook is designed to familiarize the student with the basic precepts and tools used in research. Each of the seven chapters represents a different step in the research process: (1) locating background information—encyclopedias; (2) locating books and monographs—card catalog; (3) locating magazine, journal, and newspaper articles—periodicals, periodical indexes,