

one chapter is devoted to a summary and conclusions of the entire study. Also, a final chapter consists of "Profiles of Selected Companies." Anyone interested in the book industry will find these profiles quite interesting. An appendix provides an analysis of the book buyers survey that supplied the data for the chapter on "Who Buys Books."

The book, although first published at \$450 and now available for \$24.95, is still overpriced. And there are several glaring typographical errors. Nevertheless, among librarians, communications faculty, book dealers, and publishers there is a ready audience for this current assessment of the book industry. Compaine's book may not last as long as the Cheney report. Hopefully, the changes expected and suggested for the book industry will preclude that possibility.—Don Lanier, Auburn University, Auburn, Alabama.

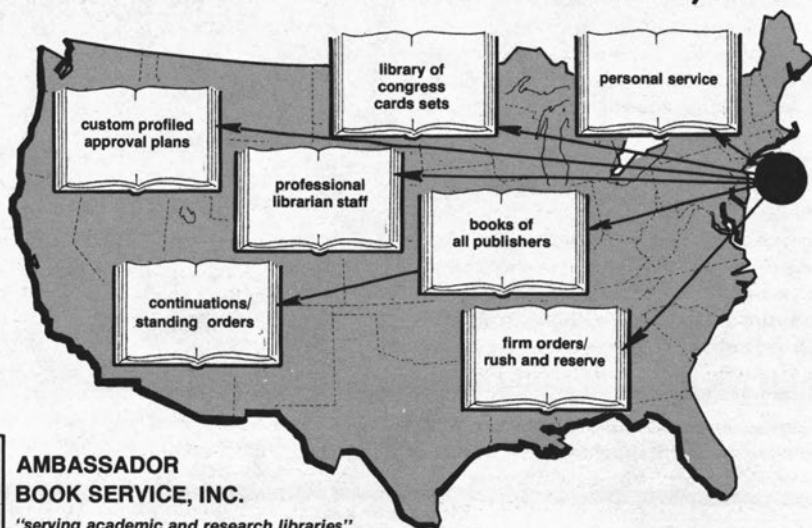
Turow, Joseph. *Getting Books to Children: An Exploration of Publisher-Market Relationships*. ALA Studies in Librarianship, no.7. Chicago: American Library Assn., 1978.

137p. \$8.50. LC 78-24130. ISBN 0-8389-0276-6.

A careful attempt to examine factors that can predetermine which books will be produced, in even one segment of the publishing world, is noteworthy. In *Getting Books to Children*, Joseph Turow, assistant professor of communication at Purdue University, applies the perspective of mass communications research to children's publishing in a way that bears upon fundamental concerns of librarians, the consideration of quality in books selected for a library collection, and the desire to satisfy the needs and wishes of readers.

Basing his study on material gathered for his 1976 Ph.D. thesis, the author examines the organizational relationships that have reinforced the two major markets for children's books, the one library oriented and the other the mass market. His work is divided into two main parts as he investigates, in detail, the two different patterns of publishing to see what effect the relationships of publishers and their markets (not children, but in the one case, librarians, and in the

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other, buyers for department and bookstore chains) have on each other. He tries to determine how these "client relationships" have affected the publishing structures and how much influence they have on publication decisions.

The four large focal organizations selected for study are one library-oriented trade publisher, one mass market publisher, one public library system with forty-six branches, and, in the commercial area, both a bookstore and a department store chain. Research methods, clearly set forth by the author, include interviews, questionnaires, and analyses of new titles in production or released during the period of his study and the new titles selected for the library system and the mass market outlets in the same time period. A summary chapter, appendix, notes, and bibliography enhance the validity of his findings.

The results are provocative. In retrospect, one is impressed, especially, with how far the readers, the children for whom the books are intended, are removed from major consideration by both publishing structures. Also, as a nonlibrarian, with the objectivity that an outside discipline allows, Turow is able to comment dispassionately on the close relationships among children's librarians, particularly library coordinators, and children's editors. Within the library system, he is made aware of the tensions that arise when branch librarians reflect a closer relationship with their public than with publishers, even though the branch librarians agree with their coordinators that quality must be a prime consideration in book selection.

The ramifications of this study extend beyond the realm of children's books, and the hypotheses may be applicable to other areas of librarianship. With a better understanding of organizational relationships, we may be able to exert changes where they are needed. Written clearly with a minimum of jargon and based on meaningful research, *Getting Books to Children* is recommended not only to all active in children's librarianship but also to other librarians, especially those concerned with book selection. Evaluations of quality and measures of popularity, concerns with what stretches our minds and what sells itself, are not limited

to one segment of the publishing or communications industries.—*Mary E. Thatcher, University of Connecticut, Storrs.*

Lockwood, Deborah L., comp. *Library Instruction: A Bibliography*. Westport, Conn.: Greenwood Press, 1979. 166p. \$16.50. LC 78-20011. ISBN 0-313-20720-8.

Deborah Lockwood in her book, a bibliography on library instruction of that title, sets forth criteria for her selection of titles from the sometimes overwhelming number of works on the subject. She chooses to pick works that are in English and are readily obtainable, thus eliminating the many workbooks, handbooks, manuals, and guides for term papers; she also selects few items published before 1970. She divides her work into three broad categories: general philosophy and state of the art, types of libraries, and methods of instruction.

Each major section of the bibliography has subdivisions by subject and is arranged in chronological order. The individually numbered entries are annotated, albeit unevenly, and a few not at all. Several annotations are either so brief or ambiguous as to be meaningless, such as "addresses the question of whether or not to evaluate" for one entry. There is a name (author) index that refers the reader to individual entries, but no subject index.

Deborah Lockwood is currently a reference librarian at George Washington University and was an instruction librarian at Indiana University. She provides, in her preface, a brief note on the field of library instruction, emphasizing that little library instruction literature has been published outside of the library field. She further encourages instruction librarians "to begin reaching beyond the library field and to start thinking in broader terms than individual programs and develop a philosophy and a concept that will be acceptable to our clientele and colleagues," which is sound advice indeed.

The compiler includes familiar library instruction authors: Patricia Knapp, Tom Kirk, John Lubans, Hannelore Rader, Louis Shores, Carla Stoffle, and Marvin Wiggins and also gives the reader some less familiar studies that appear in ERIC. The book is a