

ful companion to this reader, as many of the manuscripts discussed are reproduced in this series.

Winckler introduces the student to the history of books and printing. As we enter the era of Gutenberg II, a period of rapid technological development and an explosion of information, it is good for the student of librarianship to have a historical perspective. This reader provides it.—*Susan G. Swartzburg, Rutgers University, New Brunswick, New Jersey.*

Reader in Undergraduate Libraries. Edited by Billy R. Wilkinson. Readers in Librarianship and Information Science, 25. Englewood, Colo.: Information Handling Services, 1978. 447p. \$20. LC 78-9504. ISBN 0-910972-76-1.

This new volume in the Reader Series in Librarianship and Information Science goes a long way towards filling the gap in literature available on undergraduate libraries. The paucity of literature on the subject is reflected in the number of times the writers chosen for inclusion (both from the U.S. and the UK) refer to the other selected articles or to their authors. It suffers from a fault common to all publications of this type, in that its major role is to republish items that have previously been available in a variety of sources and is, therefore, restricted to material that is already familiar to most of its potential audience.

Most of Billy Wilkinson's present selections have been readily available—even outside the UGLi fraternity. Bringing them all together in this way, however, justifies the undertaking, but why are there only passing references to more recent articles? And was the cutoff date for the "general reading list" really May 1, 1971? Ellen Keever, in one of the two more recent articles included, lists a few more modern references, and Wilkinson himself refers to the 1976 statistical edition of the *UGLi Newsletter* and to Wingate's 1978 article in *College & Research Libraries*. But one does wonder if he might not have been able to include some more up-to-date references and statistics from the *UGLi Newsletter* and other sources.

For this reviewer, at least, the book's value would have been enhanced if the editor had expanded his brief introductory

comments for each section. A critical assessment from Wilkinson would have made for interesting reading—though it was probably not within the terms of reference for this series!

The material presented effectively takes undergraduate libraries into the 1960s and early 70s (at least until the early months of 1973), and the summary of Braden's 1967 thesis still provides a realistic checklist of the special contribution that can be made by an undergraduate library, especially where it supplements a major research library.

The articles are well written and touch on a fairly wide spectrum of the topic. The historical aspects receive most space and are well covered by a list of writers that sounds like a miniature "who's who" in academic librarianship—Keyes Metcalf, Philip McNiff, Edwin Williams, Arthur McAnally, William Dix, Frederick Wagman, Ellsworth Mason, and so on.

Wilkinson devotes almost half of this volume to the proceedings of four conferences. Patricia Knapp's chapter should be required reading far beyond the undergraduate library, as should the papers of the Institute on the Undergraduate Environment. James Davis' contribution to this institute eloquently sums up the UGLi role as "Coping—an UGLi Way of Life." This attitude may well be the bridge that carries some undergraduate libraries over the present budget crises and beyond the doubts expressed by Wilkinson, into the future.

If that future is based on the objectives spelled out by Braden (and others) there should indeed be a future volume on the 1970s and 1980s. For, as Davis says in the one quote Wilkinson gives from a later article, "undergraduate libraries are not a nostrum for many of the ills presently besetting academic libraries. Many undergraduate libraries have needlessly been established as unrealistic solutions to problems unrelated to service for undergraduate students. But judiciously conceived and properly supported, both administratively and fiscally, they can infuse all components of the community of an academic library with a new spirit of enthusiasm and interest."¹

This reviewer would like to have seen more critical and analytical material on the

special services for undergraduate students, which Braden lists among her top ten priorities. Maybe such articles have been omitted from this volume because they are being saved for that future volume? Maybe they are still waiting to be written?

Despite these gaps, this volume certainly deserves a place on the shelves in most academic libraries and in all faculties and schools of library science. It should be read by all UGLi librarians—perhaps even as preparation for some new substantive and objective articles on why and how we provide the services this volume describes.—*Sheila M. Laidlaw, University of Toronto, Toronto, Ontario.*

REFERENCE

1. James Davis, "The Changing Role of the Undergraduate Library in Universities," in E. J. Josey, ed., *New Dimensions for Academic Library Service* (Metuchen, N.J.: Scarecrow, 1975), p. 73.

Taylor, P. J. *Information Guides: A Survey of Subject Guides to Sources of Information Produced by Library and Information Services in the United Kingdom*. British Library Research & Development Report No. 5440. London: British Library, Research and Development Department, 1978. 106p. £6. \$12. ISBN 0-905984-22-6. ISSN 0308-2385. (Available from: Publications, British Library, Research and Development Dept., Sheraton House, Great Chapel St., London S1V 4BH.)

A survey of 1,600 library and information services in the United Kingdom by Aslib in 1977 investigated the form and range of production of brief printed subject guides to sources of information. This study also identified areas of overlapping effort and possible strategies for the coordination of effort. Emphasis was placed on the instructional function of the guides. The 530 guides examined indicate that compilation and production of such publications is not a major activity of the agencies, and the material is more often produced by higher education units with "considerable investment of resources in their production within these sectors." Three series of information guides

produced in the United States are also described.

Analysis of the guides compared subject coverage, duplication of coverage, subject specificity, content, form of entry and layout, physical format, design features, style of presentation and written expression, page layout, use of annotations, and arrangement of contents.

Some of the outstanding guide series are discussed (appendixes include copies of Science Reference Library [British Library] *Guidelines* and MIT *Pathfinders* and Library of Congress *Science Tracer Bullets*) as well as the role of guides in user education.

Useful even beyond survey results for U.K. librarians is an appendix indexing subjects covered by information guides with reference to issuing institutions. Other appendixes include a bibliography of published guides to literature/information sources and examples of design work.

Those already printing information guides and those contemplating it will find valuable sections on responsibility for production, pricing, and sale of guides, tests of readability of guides, and design considerations. With the increasing popularity of this type of publication, this survey identifies important considerations to be taken up by U.S. librarians as well as those in the U.K. The report should be included in collections of academic libraries planning printed user service projects.—*Mary Pound, The University of Texas at Austin.*

Progress in Communication Sciences. V.1.

Edited by Melvin J. Voigt and Gerhard J. Hanneman. Norwood, N.J.: ALEX Publishing Corp., 1979. 198p. \$17.50. ISBN 0-89391-010-4. ISSN 0163-5689.

Pretentious and heavy handed at times, volume one of the series *Progress in Communication Sciences*, edited by Melvin J. Voigt and Gerhard J. Hanneman, nevertheless bears monitoring.

The stated objective of the series is to document specific aspects of the great number of rapid changes occurring in communication systems and, along with these changes, to focus on the concomitant and inevitable fallout: social change. Moreover, an important goal of the series is to keep abreast of, and report on, research-in-