Labor and Industrial Relations at Michigan State University and the other who is industrial relations librarian at the Graduate School of Business Administration, University of Michigan, Ann Arbor, include references that they believe will be most useful to this audience. This knowledgeable preselection has resulted in a manageable volume with succinct, descriptive annotations that does indeed lead the way to the entire field.

With the editorial assistance of Nancy Barkey, they have produced a specialized bibliography devised for efficient use. Arranged by broad topic and divided into two sections, "General Sources" and "Special Interest Areas," it contains an extensive subject index with some entries listed under more than one heading. Personal name and title indexes increase accessibility. There are two appendixes, a listing of selected publications of the Bureau of Labor Statistics from 1973 and the R and D monograph series of the Department of Labor from 1964. Emphasis is given to U.S. references. When foreign sources are cited, information is given on more than one country; thus sources should be available in most large university libraries.—*Barbara R. Healy, University of Rochester, Rochester, New York.*

Clinic on Library Applications of Data Processing, University of Illinois at Urbana-Champaign, 1978. *Problems and Failures in Library Automation.* F. Wilfrid Lancaster, editor. Urbana-Champaign: University of Illinois Graduate School of Library Science, 1979. 109p. $9. LC 78-31801. ISBN 0-87845-050-5. (Available from: Publications Office, Graduate School of Library Science, 249 Armory Building, Champaign, IL 61820.)

This little volume collects the papers presented at the 1978 Clinic on Library Applications of Data Processing. It varies from its predecessors in that it attempts to deal with problems and failures rather than with successes. A refreshing idea, but one not easily realized. The anatomy of this difficulty, to discuss failure, or even problems, is described most succinctly by Estelle Brodman in her paper, "Reactions to Failures in Library Automation." She points

out that the disparity between the literature of failure and the number of known or suspected disasters in library automation suggests an overwhelming reluctance or even a constitutional inability on the part of most of us to document our misadventures in automation. Painful as such revelation might be, she cautions, we cannot further knowledge by avoiding truth.

With two or three notable exceptions, most of the papers in this volume are interesting but contribute little to a willingness to understand the growing mountain of ill-conceived, misdirected, and abandoned automation projects strewn all over the library landscape.

William and Lavonne Axford's paper, "The Anatomy of Failure in Library Applications of Computer Technology," is a glaring exception. The Axfords have described a project undertaken by five community college libraries in Arizona in the late sixties. The disaster that followed, which is traced with a great deal of care, is not unique. In their opening paragraph, the Axfords write: "The basic causes of failure are as relevant today as they were then because they are rooted in the minds of those responsible for them: librarians, computer specialists, and institutional executives." This is worth reading.

John C. Kountz treats us to an exceptionally well written, tongue-in-cheek recitation of the agonies and pitfalls of trying to do business through a government agency, in this case the State of California. His paper, "Problems of Government Bureaucracy when Contracting for Turnkey Computer Systems," is a delightful recitation of a five-year struggle to acquire an "off-the-shelf" circulation system. An excellent paper.

The outstanding contribution to this collection, however, is the introductory survey "What Hath Technology Wrought?" by Allen Veaner. In it Veaner treats us to a thoughtful and penetrating look at ourselves as we grapple not just with library automation but also with a gnawing sense that the technology of librarianship that sufficed yesterday will no longer serve. We are a profession in ferment and the computer is only a manifestation of that change. He ends on a note of optimism, of hope, of certainty

that we will emerge as the masters, not the servants, of the new technology. This paper alone is worth the price of the book. The rest is gravy.—*Gregory N. Bullard, Syracuse University, Syracuse, New York.*

McCoy, Ralph E. *Freedom of the Press: A Bibliocyclopedia.* Ten-Year Supplement (1967–1977). With a foreword by Robert B. Downs. Carbondale: Southern Illinois Univ. Pr., 1979. 557p. $42.50. LC 78-16573. ISBN 0-8093-0844-4.

Without question, Ralph E. McCoy has rendered an invaluable service to society in his latest book, *Freedom of the Press: A Bibliocyclopedia.* This magnificent publication is a ten-year supplement to his earlier work *Freedom of the Press.* The present volume contains some 6,500 entries and follows the pattern, format, and scope of the 1968 volume.

Although the author calls it a bibliocyclopedia, this opus could well be called an encyclopedia in the field of intellectual freedom. It is an annotated bibliography of books, journal articles, pamphlets, newspapers, dissertations, films, radio, television, recordings, and other materials. The annotations are descriptive, and, whenever possible, they summarize, in the author's own words, the major points of the work being reviewed.

The format of this edition follows that of the earlier work in its alphabetical listing by personal or corporate author or by title, if the author's name is not known. A comprehensive subject index, at the end of the volume, identifies topics, individuals, countries, court decisions, concepts, and titles.

The continuing interest in intellectual freedom is demonstrated by the fact that more than half as many publications relating to freedom of the press in English-speaking countries appeared in the past ten years as in the previous four hundred.

Robert B. Downs, dean of library administration emeritus, University of Illinois, himself an authority and champion of intellectual freedom, in his foreword to this volume, comments on issues and problems in the field in the past decade. He reviews and analyzes several of the most vital of these that developed between 1967 and 1977. Among these were freedom of the press

questions raised by publication of the Pentagon Papers, press gag orders, fair trial versus free press, the individual's right to privacy, rights of special groups, obscenity and pornography, and others.

The library/information science profession and all people who are interested in freedom owe a great debt of gratitude to Ralph McCoy for this work, *Freedom of the Press.* It has been called a magnificent book, an indispensable reference work, "without doubt the most complete and most useful annotated bibliography ever produced on the topics of freedom and censorship in mass communication." In the opinion of this reviewer, it is all of these and is a book that should be a "must" purchase in every type of library.—*Martha Boaz, University of Southern California, Los Angeles.*

McInnis, Raymond G. *New Perspectives for Reference Service in Academic Libraries.* Contributions in Librarianship and Information Science, no.23. Westport, Conn.: Greenwood Pr., 1978. 351p. $24.50. LC 77-94742. ISBN 0-313-20311-3. ISSN 0084-9243.

Academic librarians as well as classroom faculty members will profit from reading McInnis if they are able to get through the work. The librarian who believes that the library has a significant role to play in undergraduate instruction will have this view supported. The library administrator who wonders how to evaluate the large expenditure of resources that library instruction consumes will have some new ideas to ponder. The librarian who questions all of this instruction interest in academic libraries and the classroom instructor who would like to make teaching at the introductory level more reflective of the excitement of a discipline will both come away with an appreciation of what the academic library is able to do as part of the active learning process.

Without a doubt, McInnis presents the background required to understand how library research can be integrated into classroom teaching, but his presentation is circuitous and is made much more difficult than is necessary. His insistence on footnoting almost every sentence, which leads to eighteen-page chapters with eighty footnotes, and his practice of using long quotes