

combine to obscure the positive aspects of the work. In addition, McInnis' own writing style is unnecessarily complex.

Consider the following sentence from the introduction:

Perhaps the most interesting aspect of the tripartite matrix of research materials is that even though a plethora of intermediary sources is produced—all of which expose various forms or stages of the literature to which they are related—taken together, their function and structure relate directly to the substantive-bibliographic continuum. [P.xiii].

Such a presentation slows the reader to a crawl.

In a discussion of what this work is not, it may also be useful to state that it is not about all aspects of reference service in academic libraries. It is a work about library instruction. It is not about library instruction in all disciplines. McInnis discusses the social sciences, but it could be argued that the techniques described might be transferred to other fields even though there is little attempt to do that. While McInnis makes these limitations clear in the introduction, a reflection of the scope of the work could have found its way to the title page.

Now that the reader recognizes that the work in hand is, for the most part, a long and complex bibliographical essay that addresses the role of the academic librarian in undergraduate instruction but is limited to examples from the social sciences, the question becomes, Is there a reason to wade through it? The answer is yes.

At first glance it appears that the work has five main parts, but upon closer inspection it becomes clear there are but two. McInnis first establishes how social scientists know, how the literature of the social sciences is developed, how reference works reflect portions of the literature of a discipline, and how users of reference works put them together to perform a structured analysis of the literature and of the ideas of the field. With this background, McInnis offers ways to integrate classroom instruction and library research so that both the instructor and the librarian share in teaching the student the bibliographical and the substantive knowledge of a selected topic.

The section on application is focused on

McInnis' use of published, structured research guides that he has developed to reflect the discipline that a specific guide introduces. The guide is presented to the student by the librarian, who, rather than just handing it out, takes time to explain how scholars know; how they produce materials that represent ideas; how these ideas are communicated, reviewed, and are eventually accepted; and how reference works in the correct mix will lead the student to the new ideas of the field.

This is no easy trick in the few hours available to the librarian, but it is an approach that makes sense and one that should make more discriminating literature users out of the undergraduates as well as out of some of their instructors. The McInnis approach serves to make the librarian a full partner in the learning process.

These two basic sections of the work are followed by an extensive appendix that provides examples of portions of the structured research guides used by McInnis.

It is difficult to read McInnis word for word, and in the end one will want more examples and less explanation. Still, the ideas establish a rationale and a plan for library instruction in the undergraduate library that should help, guide, and support those reference departments that are expending precious resources in library instruction.—*Scott Bruntjen, Pittsburgh Regional Library Center, Pittsburgh, Pennsylvania.*

Bruer, J. Michael. *Toward a California Document Conservation Program*. San Jose, Calif.: California Library Authority for Systems and Services (CLASS), 1978. 51p. \$8 for CLASS members, \$10 for nonmembers. (Available from: CLASS, 1415 Koll Circle, Suite 101, San Jose, CA 95112.)

The preface of this report is a concise and well-reasoned introduction to document conservation, the role of CLASS in developing conservation goals for libraries and archives in California, and the short- and long-range objectives for conservation activities in the state. The remainder of the publication is a comprehensive, although wordy, "blueprint for action in the conservation arena leading to the creation of a

California Conservation Center."

A CLASS Colloquium on Conservation held in December 1977 discussed topics such as conservation education, a clearinghouse for supplies and information, and cooperative preservation through the United States Newspaper Project and microfilming of books. The twenty-three participants also recognized that conservation activities would include lobbying the legislature and identifying other funding sources. Their total plan of action for a California Document Conservation Program is outlined, in a series of steps that could serve as a model for any region.

This report emphasizes the necessity of a regional document conservation facility for California. Potentially, the regional center would carry out many facets of the document conservation program. It would provide preservation information and disaster assistance and carry out conservation and restoration procedures. There are recommendations for quantitative and qualitative surveys of California library collections that would determine the specific nature of the regional center.

Overall, this is a valuable resource for regions that hope to have the type of conservation program pioneered by the New England Document Conservation Center.—*Catherine Asher, Indiana University, Bloomington.*

Making Cooperation Work. LJ Special Report #9. New York: Bowker, 1979. 56p. \$5; cash with order, \$3.95. ISBN 0-8352-1191-6. ISSN 0362-448X.

Edited by Karl Nyren, this *Library Journal* offspring contains fourteen brief articles on cooperation within local areas and resembles its parent in format and style. Contributed by fifteen librarians and two public relations specialists, these previously unpublished writings range from essays of the "How I Run My Library Good" variety to a summarized doctoral dissertation complete with footnotes. Of special interest to academic librarians are the following items: (1) "A Total Responsibility for Service," Joseph Boissé's essay on library outreach activities at the University of Wisconsin-Parkside; (2) "The Forgotten Stepchildren: Branch Campus Libraries," a study by Ed-

ward Jennerich; (3) "SLIC in the Sierra Nevadas," Maureen Trimm's description of an interstate cooperative of academic, public, and special libraries; (4) "Coordinating Collections in the Milwaukee Area" by Robert Haertle of Marquette University; (5) "A Sub-Network for Western Illinois," Ronald Rayman's discussion of a local inter-library loan system that is part of a multitype, statewide network; (6) "ILL Can Be Cost-Effective Today," by R. Dean Galloway of California State College, Stanislaus; and (7) "WEBNET, a Full-Service Network," a progress report on an experiment in resource sharing among academic libraries in western Pennsylvania.

This publication is not for those librarians seeking information about collaborative efforts at the statewide, national, and international levels. Nor does it provide material on the joint use of facilities by academic and public libraries. Similarly, although it contains three articles on alliances between school and public libraries, this work does not include any descriptions of programs linking school libraries to academic, public, and special libraries, such as the pilot projects currently being undertaken in New York. Nevertheless, this attractive, readable, and informative paperback clearly demonstrates that libraries of all types and sizes are cooperating at the grass roots level.—*Leonard Grundt, Nassau Community College, Garden City, New York.*

Hunter, Eric J. *AACR 2: An Introduction to the Second Edition of Anglo-American Cataloguing Rules.* London: Clive Bingley; Hamden, Conn.: Linnet Books, 1979. 148p. \$12.50. LC 78-23933. ISBN 0-208-01684-8 Linnet; 0-85157-282-0 Bingley.

Eric Hunter, who served on the Library Association-British Library Committee on Revision of AACR, guides (and sometimes chides) both practitioner and student through the principles underlying AACR 2. Lessons and problems are divided into frames. Beginning with an excellent flowchart and continuing through frame 216, this workmanlike programmed text permits the reader to proceed independently at his or her own pace.

Only forty-seven of the frames are de-