serials format is not cited. None of the MARC formats for nonbook materials, e.g., films, maps, etc., are even mentioned.

The chapters on library data processing include many tables that could mislead the reader. Some tables seem to be quite specific in detailing production rates, costs, salaries, etc. In only a few cases are we told how these data are to be used and how they were derived; in most instances the labor costs have not been updated since the first edition. The impression remains that these tables were derived as a sort of academic exercise and are not based on actual operational library data.

Overall, the treatment of the various aspects of system analysis and library data processing is uneven. What appear to be minor points are often covered in great detail, whereas some major topics are not covered at all. Thus, in a work whose aim is to support decision making and state-of-the-art knowledge, a curious bias toward irrelevant matters and a curious tendency toward the historical obscures the identification of and concentration on significant developments and aspects of library automation. For example, the OCLC system is given a highly summarized treatment, whereas thirty-five detailed pages are devoted to the Association of Research Libraries' SILC (System for Interlibrary Communication) study. Space is given to the invention of the punched card, the history of the role of the Council on Library Resources in library automation, to a conference held at the Folger Library in 1955, to COSATI, ASTIA, etc. More attention is given to the history of the MARC Pilot Project than to what is happening to MARC today. Readers may have difficulty in ascertaining which developments and groups are still functioning, since the demise of a group or the culmination of a project is often not noted.

Viewed in this light, the *Handbook* fails to meet its objectives and is not well suited for its intended audience. However, if the book is reviewed without regard to its authors' objectives, a different assessment can be made. The *Handbook* is a useful compendium covering several important facets of library automation. It is of interest to see what two knowledgeable and perceptive practitioners believe to be of value and importance. The authors' first-hand experience on such projects as the SILC study, the EDUCOM studies, and the National Commission on Library and Information Science and on state networking provide personal insights and information not found elsewhere. The work is lucidly written and treats an enormous variety of topics; this variety made it difficult for the authors to give even treatment in the first edition, let alone provide uniform updating in the second. If a third edition is prepared, it might be better to divide this work into two parts: a volume dealing with background and history and a volume dealing with systems aspects. (The real merit of the section on data processing technology and the chapters on automation of circulation and information retrieval are obscured in so voluminous a work.)

Regardless of the flaws in this book, the field has been enriched by the efforts Hayes and Becker have made toward an analytical structure of the library automation field. In summary, while this new edition, as did the first, fails in its stated objectives, it seems to this reviewer to meet some quite different objectives very well. In the future it will be regarded as a valuable sourcebook for the history of library automation activities for the period covered. Those seeking a broad, historical introduction to library data processing will find this a useful, and, indeed, a unique resource.—*Barbara Evans Markuson, Indiana Cooperative Library Services Authority.*

Bramley, Gerald. *World Trends in Library Education.* Hamden, Conn.: Linnet Books & Clive Bingley, 1975. 234p. $10.00. (LC 74-34355) (ISBN 0-208-01368-7)

Gerald Bramley, British librarian and teacher, author of *A History of Library Education* (1969), in which he traced practices in the United Kingdom, the United States, South Africa, Australia, and India, has written a survey of some current library education trends. In the brief introduction Mr. Bramley indicates that he plans to examine the direction library education is taking today and in the future, concentrating upon Anglo-American library education

and only summarizing significant developments in selected countries.

Part I begins with an interesting description of the predominantly undergraduate programs in the United Kingdom (twenty-one pages). The chapter on the United States (eighteen pages) is based on outdated sources: *North American Library Education: Directory and Statistics, 1969–1971* (ALA, 1972), now superseded by the *1971–1973* edition (Kathryn Weintraub and Sarah R. Reed, 1974); the eighteenth (1973) edition of the *Bowker Annual* is the last edition cited. The author predicts that within a decade the United States will introduce a two-year master's program. An informative survey of Canada (eleven pages) is followed by a brief discussion of Australia and New Zealand (nine pages). A comparison of certification and accreditation practices in the United Kingdom and the United States produces perceptive comments: "Non-Americans can only marvel at the elaborate rituals which the COA [Committee on Accreditation] over the years has managed to introduce into the process of accreditation" (p.87). The author concludes that other solutions may have to be considered in the future.

Part II, entitled "Europe," includes brief, factual surveys of a few selected countries, such as the Federal Republic of Germany, the four Scandinavian countries, the USSR, and the German Democratic Republic (thirty-three pages). Part III deals with the developing countries, highlighting developments in Nigeria, Ghana, Dakar, and Uganda and the problem of either educating a library "elite" or training the needed number of librarians (fourteen pages). Under the heading "The New Colonialists" (seven pages), American influence on library education in developing countries, including some Asian areas, is broadly surveyed. Regrettably, the many generalizations are not documented, and only four references are appended.

Part IV, "The Practice of Library Education," surveys practices at library schools, curricula, teaching methods, core courses, and new developments in the United Kingdom and the United States (seventy pages). The author finds fault with the American way of conducting seminars,

requiring research-oriented contributions from students, a practice contrary to that of the British so that "the American use of the seminar would appear to miss the value of the seminar as a means of developing the individual" (p.184)—an ambiguous statement. Mr. Bramley favors either a "practicum" during library studies, or requiring previous experience in library work. American library educators will take issue with this assumption that students who have previously worked in a library possess more "poise and self-confidence" than those coming directly from college and should be given preference in admission. The longest chapter is devoted to methods of teaching the "core curriculum," i.e., library management, reference, and cataloging and classification. Various methods, including simulation games, case studies, "in-tray" or "in-basket" exercises are mentioned; and contributions of American educators such as Thomas Galvin and Mary Jane Zachert are acknowledged, whereas the British are called "less innovative." Mr. Bramley feels that cataloging and classification are "no longer the cornerstones of librarianship," (p.205) not revealing what is, nor referring to the newer terms preferred today in American library schools, such as "organization of knowledge." Finally, the author singles out two "problem areas": information science and its incorporation in the curriculum, and education for children's librarianship and its relationship to school librarianship. The latter chapter is mainly based on an IFLA Report of 1970 and somewhat abruptly concludes the book. A six and one-half-page index contains specific references which seem accurate, but the coverage of personal names is inadequate and sporadic.

The book is published simultaneously in the United States and England. Most of the chapters have a brief list of references attached, though more documentation for some of the statements would be desirable. The title, *World Trends,* is difficult to justify, since a large segment of the globe, such as Latin America, the rest of Europe, the Middle East, and Asia are not included. There are a number of careless typographical errors and some mis-set lines (p.17, 141). German entries, both in text and index, are frequently misspelled.

The author writes in a very readable style, at times with flair. However, it is astonishing to discover the following statement on the possible introduction of two-year master-level programs at British Polytechnics: "Librarianship is, in any case, a predominantly female profession. For girls [sic] whose working career may be cut short by the vicissitudes of marriage, the prospects of an additional two-year vocational course may seem an unnecessary luxury" (p.34).

If one keeps in mind the limitations, confined coverage, and at times superficial treatment, the book is particularly useful to American readers in making some of the complexities of British library education clear. As to American library education, readers will find more in-depth treatment in *Toward the Improvement of Library Education,* edited by Martha Boaz (Libraries Unlimited, 1973).—*Josephine Riss Fang, Professor of Library Science, Simmons College, Boston.*

Churchwell, Charles D. *The Shaping of American Library Education.* (ACRL Publications in Librarianship, no.36) Chicago: American Library Assn., 1975. 130p. $8.50. (LC 74-23989) (ISBN 0-8389-0170-0)

This slender monograph of 102 pages plus notes, bibliography, and index, is, in essence, the published form of Churchwell's doctoral dissertation which was completed at Illinois in 1966 under the title, "Education for Librarianship in the United States: Some Factors Which Influenced Its Development between 1919 and 1939." Now with its more felicitous, though less descriptive title, and the imprimatur of ALA, it appears as number 36 in ACRL's Publications in Librarianship Series.

The blue-and-white paperback format is pleasing, the typography attractive, and the index quite adequate. However, as a history of American library education, its new title is somewhat misleading and its contents incomplete. The author cannot be faulted for this, since, as the earlier title suggests, he is concerned with only two decades in the history of library education.

Churchwell's work needs to be read in connection with two other segments of the story which have appeared in print (again as published doctoral dissertations) under the titles *Training for Librarianship before 1923,* by Sarah K. Vann, and *The Professionalization of Education for Librarianship with Special Reference to the Years 1940–1960,* by C. Edward Carroll. Taken together, these three volumes, each building consciously upon the other, give an adequate and even detailed picture of the profession's efforts to provide and regulate the preparation of its practicing librarians.

The period from 1960 to the present remains unchronicled except for a few periodical articles including a very perceptive one by Summers[1] and a chapter in a recent symposium on library education by this reviewer.[2] The excellent monograph by Shera is more a philosophic examination than a historical account of recent developments in library education.[3]

But, back to Churchwell. Taking his cue from a landmark article written by Louis Round Wilson in 1932,[4] Churchwell decided to explore in greater detail those "most important movements, events, and influences that . . . characterized the development" of education for librarianship. Wilson had enumerated ten such influences beginning with the founding of Dewey's School of Library Economy at Columbia in 1887. Churchwell, wisely limiting his scope, and beginning where Vann had left off, decided to explain and analyze those which occurred between 1919 and 1939, roughly the period between the two world wars.

He discusses (1) the work of the Temporary Library Board, (2) the Board of Education for Librarianship, (3) the Carnegie Corporation's Ten-Year Program for Library Education (which produced both the famous Williamson Report and the Chicago Graduate Library School), (4) the role of the Association of American Library Schools, and (5) the effects of the great depression on library education.

The relationships and interactions among these various forces have not always been clearly understood. Churchwell does much to set them in perspective and to show the part each played. Reading this volume not only sets the record straight, but may also throw some light on current problems vex-