conducted by ARL and ACRL. The analysts settled on one method of gathering data, by position level, and then could not use existing data.

Throughout the report, data are dismissed as being irrelevant for one reason or another. Again and again, the key issues were dismissed, such as sexual discrimination, because of the difficulties the analysts had in dealing with the issues. The technical advisory committee, which did include librarians, met for the first time four months prior to the deadline for the report, and drafts of the report were issued to them just four days before the committee's final meeting. Therefore, one assumes that the librarians were unable to enlighten the authors.

The report concludes that even though California community college librarians earn 20 percent more than librarians in the four-year institutions, the salaries are adequate to draw qualified candidates, and, after all, there is a surplus of librarians in California. A major oversight in the report was in not addressing the effect UC's and CSUC's low salaries have had on affirmative action. These institutions have not been able to draw minority candidates the way the community colleges have.

The problem with a report such as this, which was prepared by those who do not understand librarianship, is that it is read by others who do not understand it but who are reading the report ostensibly to gain understanding. The report's damage is already done. One could spend hours pointing out the errors, inconsistencies, and prejudices in this report, but all this defensiveness will not lead to greater understanding. It is important for California librarians, and indeed all librarians in higher education, to prepare reports that clearly and factually address the issue of adequate compensation for the responsibilities we assume and the services we provide.—*Janice J. Powell, University of Maryland at College Park.*

New, Peter G. *Education for Librarianship: Decisions in Organising a System of Professional Education.* With specialist contributions from D. W. Langridge, C. D. Needham, B. L. Redfern. London: Clive Bingley; Hamden, Conn.: Linnet Books, 1978. 174p. $10. LC 77-19198. ISBN 0-85157-250-2 [Bingley]; 0-208-01548-5 [Linnet].

This rather brief introduction to library education, presented from a distinctly British perspective, makes no pretense of offering a balanced review of the field. Its 174 pages include primarily the personal advice and comments of Peter New (cited on the dust jacket as "senior member of the staff of the Polytechnic of North London School of Librarianship"), along with three specialized chapters on the organization of knowledge, bibliography, and management submitted, respectively, by D. W. Langridge, C. D. Needham, and B. L. Redfern.

New provides relatively little in the way of historical review of the growth of library education. His approach is mainly didactic and anecdotal, thereby lending the work a certain charm as the expression of a clearly dedicated teacher, albeit one who might seem to American students just a bit old-fashioned. No documentation, other than personal experience and logical argument, appears in any of New's writing. The only bibliographic citations in the book are those provided by Needham. (It does seem appropriate that someone writing on bibliography as a "core subject" should include a bibliography, but Needham's full documentation also serves to highlight the absence of such material from the rest of the contributions.)

The book begins with a fairly detailed section about the advantages and disadvantages of taking one's library education at home versus going abroad for it. While this chapter might initially seem of little value to Americans, it contains useful insights into the problems of the foreign student that may be more easily overlooked in the United States, where students from other countries are in the distinct minority on most campuses.

New also attempts to treat some of the basic questions in library education such as the level at which it should be begun, whether the same institutions should offer training for library technical assistants along with the education of professionals, and the degree of reliance upon part-time faculty fresh from practice versus use of full-time academicians.

A particularly interesting aspect of the work is the description of the relatively independent library schools that have emerged in the United Kingdom. This model, probably thanks to the 1923 Williamson study, is not found in America; but there are some aspects of the independent school that merit attention and maybe even envy.

Of the other contributors, only Redfern espouses a truly contemporary approach to an analysis of the philosophy of teaching librarianship. Earlier, however, New has warned the reader that he disagrees with Redfern, preferring to improve upon the basic lecture techniques of the past rather than move into new, less controllable methodologies.

Taken as a whole, the book can be characterized as easy reading, undergirded by good common sense and the wisdom that comes with reflection on experience. There is no support in it, however, for student-controlled learning or faculty participation in the administration of library education. The point of view is mainly a conservative one which American students would probably consign to the category of "old boyism." Still, it is good to read such opinions, if only to force oneself to think through the reasons for disagreeing with them.—*Doralyn J. Hickey, North Texas State University, Denton.*

Katz, William A. *Introduction to Reference Work.* 3d ed. Volume I: *Basic Information Sources.* Volume II: *Reference Services and Reference Processes.* McGraw-Hill Series in Library Education. New York: McGraw-Hill, 1978. 2v. V.I, $13.95. V.II, $12.95. LC 77-12539. ISBN 0-07-033331-9 (V.I); 0-07-033332-7 (V.II).

Many authors are understandably reluctant to tamper with a successful book by making major revisions in new editions. William Katz is not. The first edition of his two-volume *Introduction to Reference Work,* published in 1969, quickly became a standard text. The second edition featured massive revisions. Indeed, even the purpose of the second edition differed. From a concern with the "principles, practices, and methods of efficient reference service," as stated in the first edition, the intent of the second was broadened: "an overview . . . of the possibilities which the mastery of the essentials makes possible."

While the intent of this latest edition remains the same as that of its predecessor, the content has once again undergone considerable revision. The nature and extent of the revisions are of interest because these revisions allow us to watch the evolution of Katz' ideas about the fundamental questions facing reference librarians. Katz' changes in perception are also illuminated by the sources he cites and by the "Suggested Readings" that follow each chapter. Many of these are as current as midyear 1977. Added emphasis on computer-assisted reference work and a greater concern with evaluation and measurement of reference services are representative examples of what Katz sees as evolving issues of fundamental concern.

The third edition of *Introduction to Reference Work* is organized in the same way as its predecessors. Volume I, *Basic Information Sources,* is a guide, arranged by form, i.e., bibliographies, indexes, etc. Here, currency is of great importance and Katz has included titles (Filby's *American and British Genealogy and Heraldry,* 2d ed., for example) received for review in *RQ* in only the last twelve months. The evaluative comments on reference tools are succinct, informative, and laudably readable. Even the most skilled and knowledgeable reference librarians will be reminded of important features of standard tools by reading Katz. As in the second edition, prices of titles discussed are included to facilitate comparison and evaluation.

Volume II, *Reference Services and Reference Processes,* will likely succeed the second edition of the same work as the standard text for introductory reference courses. At a minimum, the consideration of the reference interview and the search process ought to be required reading. The balance struck between theory and practice here is just right. While acknowledging the importance of kinesics, or body language, in the interaction between patron and librarian, he none too gently cautions against the studies that claim "it is possible for the librarian to interpret every gesture, twitch,