ryphal and help to emphasize the problems.

This text should supersede many of the earlier (and poorer) articles in the field and should be basic reading, for some time, for North American map librarians, whether experienced or beginners, and for nonmap librarians who want to know what is happenging in the field.—*Joan Winearls, University of Toronto.*

The Information Society: Issues and Answers. American Library Association's Presidential Commission for the 1977 Detroit Annual Conference. Edited with a Preface and Introduction by E. J. Josey and a Foreword by Clara Stanton Jones. A Neal-Schuman Professional Book. Phoenix, Ariz.: Oryx Press, 1978. 133p. $11.95. LC 78-17708. ISBN 0-912700-16-5.

The ALA program in Detroit two summers ago attempted an ambitious departure from the usual Annual Conference format: an all-day, plenary, think/talk session devoted to an examination of some major problems librarians face in the emerging "post-industrial society."

Five major speakers followed in the wake of a keynote address by Norman Isaacs, a communications specialist from Columbia's Graduate School of Journalism (who harangued the gathering on those shortcomings of librarians—negativism, arrogance, self-serving behavior, absurd bureaucratic routines—he presumed must stand in the way of libraries becoming "working community centers," a function he saw as their higher calling).

OCLC director Fred Kilgour briefly reviewed past applications of technology to libraries, chiefly in cataloging, and invited participants to speculate on the fountain of beneficial effects about to shower forth as computer technology moved librarianship into "another of its great ages." New York State Senator Major Owens lambasted librarians for failing to respond positively to social change during the past twenty years and, with the White House Conference in mind, called for greater participation by librarians in the government's policy-making procedures in order to overcome public indifference.

Thomas Buckman, president of the Foundation Center, treated information as a commodity and discussed the economic implications posed by new technology; Gerald Shields of the School of Information and Library Studies, SUNY Buffalo, invited analysis of the new role of librarians resulting from that technology; and Fay Blake of the School of Library Science, University of California at Berkeley, warned that public access to information must be determined, not by technology, but by librarians with a clear notion of their patrons' need.

Following each address, the audience of some 1,500 participants broke up into small group discussions and proceeded to kick around these and other topics. It was, as one participant said, "the world's largest reactor panel."

It is chiefly as a record of the event that publication of conference proceedings must be judged, and as a record this one is intelligently designed, well edited, and thorough. Feedback from the discussion groups is summarized and presented along with the texts of principal speeches; the editor's inclusion of reviews of literature prepared as handouts for the discussion sessions—and in some instances the review essays were more stimulating than the formal addresses themselves—gives the volume some claim to utility.

Predictably, although some of the fundamental concerns are shared by academic librarians (especially the identity crisis of the professional librarian caught up in a changing economic and technological environment), the public library context of the session, as well as its necessarily superficial and hortatory treatment of issues, made it—and makes its tardy report—of only incidental interest to the vast majority of readers of this journal.—*W. A. Moffett, State University of New York, College at Potsdam.*

Conroy, Barbara. *Library Staff Development and Continuing Education: Principles and Practices.* Littleton, Colo.: Libraries Unlimited, 1978. 268p. $17.50 U.S. and Canada; $21 elsewhere. LC 78-18887. ISBN 0-87287-177-0.

This book provides an in-depth presentation of all aspects of establishing staff development and continuing education pro-

grams. The material is divided into three major areas: planning, implementation, and evaluation. Within these broad areas, specific and detailed information is provided.

Part I covers planning and addresses the topics of determining needs, developing program objectives, identifying resources, and designing a program. Part II deals with program implementation and includes material on determining administrative responsibilities, the selection of educational staff, the involvement of learners in an adult education environment, and the provision of facilities, equipment, and materials. Part III is focused entirely on the important area of program evaluation and contains information on the design of evaluation tools and the collecting, analyzing, and utilizing of evaluative information.

The differences between staff development and continuing education are established in the introduction. Conroy describes staff development as the "effort intended to strengthen the library's capability to fulfill its mission effectively and efficiently by encouraging and providing for the growth of its own human resources." The responsibility for initiating learning opportunities within a staff development program rests with the employing library. Continuing education is described as "those learning opportunities utilized by individuals in fulfilling their need to learn and grow following their preparatory education and work experiences." These programs are produced by library associations, state library agencies, and graduate library schools.

A number of sample forms are presented to illustrate a specific procedure or methodology, and examples of specific staff development and continuing education programs are also presented. A wealth of reference resources are also provided on each topic covered.

The organization and the scope of the material combine to make this a useful resource tool for those with responsibilities in staff development and continuing education. This book can serve as a manual in directing libraries and library associations and schools in formulating their own needs, approaches, methods, and activities within the areas of staff development and continuing education. Because of the author's detailed approach and her emphasis on planning, Conroy's book should stimulate a more thoughtful consideration of the role that staff development and continuing education play in maintaining and advancing library service. It should also encourage librarians to approach both areas in a more systematic and organized manner.

While the book contains an overwhelming amount of jargon and detail and could have profited from greater brevity in places, it does offer a sound basis for approaching staff development and continuing education, as well as considerable information on the particulars of developing, implementing, and evaluating such programs. This should be required reading for library staff with responsibilities in either of these areas. It would be advantageous if all library staff could read this in order to gain a better understanding of the effort that is required

to present quality programs, as well as the responsibility of participants in such programs.—*Sheila Creth, University of Connecticut, Storrs.*

National Library and Information Services: A Handbook for Planners. Edited by C. V. Penna, D. J. Foskett, and P. H. Sewell. London, Boston: Butterworths, 1977. 231p. $16.95. LC 76-54296. ISBN 0-408-70818-2. (Available from Butterworths, 19 Cummings Park, Woburn, MA 01801.)

Librarians familiar with the works of C. V. Penna will find that this volume is an elaboration and expansion of his theories and earlier works on planning library services for underdeveloped nations. In this handbook, in collaboration with P. H. Sewell, formerly senior library advisor in the Department of Education and Science in Great Britain, and D. J. Foskett, librarian of the University of London Institute of Education, Penna makes a case for "conscious and systematic" planning of national library and information systems at the highest government level.

The authors propose, furthermore, that effective and efficient systems can only be developed if planned within the nation's social and economic structure and submit that these systems are successful only if managerial control is similar to that used in large-scale industry.

Librarians, interestingly enough, are not the target audience for this book. The authors state that, in their treatment of this topic, they have deliberately catered to the "political, educational and administrative authorities who, in many cases, have had to assume responsibility for LIS planning with very little information or precedent to guide them." They hasten to add, however, that they recognize that library professionals have been trained by many library schools in the principles and techniques of planning but unfortunately have had few occasions to use their expertise.

The authors have likewise been careful to point out that centralized planning is more apt to take place in countries such as the USSR where centrally planned economies are the norm, rather than in countries such as the United States and western Europe where national libraries and information centers have developed in a decentralized and more happenstance fashion.

Although extremely informative, the scope and content of the handbook are so broad that coverage of each topic is uneven. At times it appears that the authors cannot decide whether they are writing a textbook or a handbook and end up doing a little bit of both. Educators can find a list of topics useful for teaching a course in planning library information systems; others will find this a compact guidebook.

Two-thirds of the book deals with methodology, principles, and techniques of planning; the preparation of plans and matrixes; policy making; the relationship between formulation of policy and financial control; and the relationship of library and information systems to other government agencies. The authors touch upon problems unique to underdeveloped nations such as lack of publishing houses, use and maintenance of nonbook materials, accountability, and difficulties of forecasting manpower needs and supply.

Only the last chapter of the book deals with implementation and hastily covers such topics as staffing; acquisitions and selection policies and procedures; cataloging and bibliographic control; the variety of classification schemes that lend themselves to systematic arrangement of an information system; abstracting and indexing; thesauri; and use of automatic data processing.

It is unfortunate that, although the authors appear to have used an extensive amount of documentation in collecting data for this volume, they chose to limit their bibliography to a few selected items. In spite of its limitations, the handbook is a worthwhile addition to library collections.—*Sylvia G. Faibisoff, Northern Illinois University, De Kalb.*

Books Are for Use. Final Report of the Subject Access Project to the Council on Library Resources. Pauline Atherton, Director. School of Information Studies, Research Studies #4. Syracuse, N.Y.: School of Information Studies, 1978. 172p. $10 (10% handling costs and N.Y. sales tax if applicable). (Order [IST-10] from: Printing Services, Syracuse Univer-