

amined. Each chapter closes with some suggested readings, mostly from the organization theory and business literature.

The author, John Rizzo, is currently professor of management at Western Michigan University and editor of the *Journal of Library Administration*. He provides in his preface a brief note stating that this book "is more about management than about libraries." He further points out that "library administrators face concerns all other managers share, regardless of what product or service their organization offers." This statement supports his belief that librarians should start thinking in broader terms than libraries and develop an outlook that includes an understanding of the universalities of management. This is a sound approach.

Many readers will wish that the book had more library-related examples of management concepts. Samples of forms and documents can be enlightening for those who are unfamiliar with concepts discussed. In spite of the lack of such examples, the drawing together of a vast number of management ideas and concepts for a library audience is welcomed.

The reviewer recommends the book to all serious students of library management and suggests that it would make a good text for graduate library science courses when supplemented with other materials.—*Rosemary Ruhig Du Mont, University of Kentucky, Lexington.*

Bender, David R. *Learning Resources and the Instructional Program in Community Colleges*. Hamden, Conn.: Library Professional Pubs., 1980. 295p. \$19.50; \$14.50 paper. LC 80-14567. ISBN 0-208-01754-2; 0-208-01851-4 paper.

Author David Bender, executive director of the Special Libraries Association, brings his previous experience as a consultant and teacher concerned with educational technology and library media to a subject on which he is well qualified to speak. In the foreword, Bender tells his readers, "A major goal of this book is to document the role of the learning resources program and the relationship of media innovations to instructional techniques found in community colleges." While doing the former, his success in meeting the latter half of that goal is rather limited. He has more

successfully produced the "reference tool for community college program planners" he mentions later.

In the introduction, Bender carefully delineates the book's preparatory steps: setting the study's parameters, the population identification, a literature review, the questionnaire construction, data collection, tabulation and analysis of questionnaire responses, the site visits to selected community colleges, and the construction of a set of guidelines and subsequent validation of these statements by a panel of experts.

In his background material Bender deals briefly with the characteristics of the community and junior college. He views community-college planners and developers as educational-change agents. One might desire more explicit application of the work by Ron Havelock on innovation and dissemination to the setting of the learning resources center (or the service functionary by any other name, since Bender goes into some detail on actual designations of media services).

The author's enthusiasm for the community-college learning resources program is obvious: "A learning resources program which is truly part of the college's instructional program will provide for rich inquiry and discovery experiences in support of learning activities. Media are the liberating factor which makes possible the widest sharing of human experiences through the senses as well as through the mind." His study supports his contention well.

While one chapter discusses the fundamentals of staff development and another touches briefly on related research, the heart of the book is Bender's study. The report is well handled and a welcome contribution to the literature. The results are interesting and certainly of value to anyone in the field. For example, twenty-two instructional services are listed and ranked by popularity and the level of usage. Three services reported either light or nonexistent use. The information reveals that LRCs are not tied to traditional library programs; it is evident that their existence depends on their innovative adoption of information services to a particular student/faculty clientele.

The guidelines offered are basic and certainly acceptable. There is little new in this part of the book, but a more structured ap-

proach to many accepted practices is welcome. The seventy-six pages of appendixes add little to the informational value of this work. In fact the community-college profiles of the site-visit locations are so brief they appear bland.

In total, the book is a good survey of current practice. It is an acceptable resource in the field and should be viewed by information practitioners inside and outside of the community college. Many inferences to the profession as a whole can be gained.—*Judith Sessions, Mt. Vernon College, Washington, D.C.*

Boss, Richard W., and Marcum, Deanna B. "The Library Catalog: COM and On-Line Options." *Library Technology Reports* (September–October 1980). Chicago: American Library Assn., 1980. 114p. \$40 single issue. ISSN 0024-2586.

Because many libraries, large and small alike, are currently planning or implementing COM or online catalogs, a *Library Technology Reports* on the subject seems particularly timely. This survey was conducted in mid-1980 and is fundamentally sound and helpful despite some errors and omissions.

Like most *LTRs* this one includes both general theory/practice sections as well as evaluations of specific vendors and their products. Although to those with considerable expertise, the theoretical sections may appear to contain little new information, they are nonetheless lucid and relevant and have the advantage of being available in a single, well-organized volume. "Characteristics of an Ideal Catalog," "Questions about COM Catalogs," "Elements in the Design of an On-Line Catalog," and "A Possible Course of Action" are of particular interest. The bibliography could be longer but serves as a useful guide to the tip of an emerging iceberg.

Because it reflects the expertise and biases of its authors, the report is slanted toward turnkey systems at the expense of other services provided by commercial vendors and those of bibliographic utilities. As a case in point, the introduction contains a list of advantages of the turnkey approach but fails to suggest shortcomings.

It should also be noted that "Evaluation of COM Catalogs" focuses on a few well-known reports while failing to even cite dozens of other valuable articles. Likewise, "Other

On-Line Catalog Planning" overlooks the vital work performed at Ohio State University, University of Illinois, Washington Library Network, et al.

On the practical side, the contention that COM is not economically viable for collections of under 25,000 titles may not ring true to the many smaller libraries that use COM cooperatively for both local catalogs and resource sharing. With the introduction of roll fiche and the enhanced storage of the ROM IV and Dual Track mechanized viewers, the authors' statement that one roll film cannot accommodate more than 100,000 full entries is also refuted. Interestingly, both the Auto-graphics Micromax 800, a pioneering roll-fiche reader, and ROM III are given detailed, positive reviews. (For reviews of other readers and reader-printers consult the March 1980 *LTR*.)

Although the vendor information is generally sound, such statements as "BNA is a relatively new vendor of COM catalogs" (it was one of the first) arouse some suspicion. More troubling is the omission of some vendors, most notably Universal Library Systems of West Vancouver, B.C. Their popular ULISYS system has been used as the basis of an online catalog at Mission College, California, for five years.

In any event this is still a highly recommended guide if used in conjunction with existing literature and information supplied by vendors, utilities, and informed colleagues.—*James R. Dwyer, University of Oregon, Eugene.*

American Library Association. Resources and Technical Services Division. Filing Committee. *ALA Filing Rules*. Chicago: American Library Assn., 1980. 50p. \$3.50. LC 80-22186. ISBN 0-8389-3255-X.

United States. Library of Congress. Processing Services. *Library of Congress Filing Rules*. Washington, D.C.: Library of Congress, 1980. 111p. \$5.00. LC 80-607944. ISBN 0-8444-0347-4.

Both the American Library Association and the Library of Congress recently issued new filing rules after almost a decade of thoughtful and educated work, especially by John C. Rather and Joseph A. Rosenthal.

The two sets of rules have many similarities, including the same ancestor: