

mation policy," defined by Mason as a set of interrelated laws and policies concerned with the creation, collection, management, distribution, and retrieval of information. Here the relationship between the government and the private sector is examined in an economic context, where information becomes a commodity. Mason points out the balance that exists between subsidizing the creation of government information and establishing property rights for information.

Political, economic, and technological conditions in our society make the role of the federal government in library and information services of major importance not only to libraries and librarians, but to all citizens. Mason has drawn together in a single volume a review of the philosophical base, the historical development, and the policy issues. She then suggests appropriate roles for federal involvement in the future. This is not an in-depth analysis of each area included but gives a perspective and basis for further discussion and future policy development.—*Sandra K. Peterson, Yale University.*

Rogers, A. Robert, and Kathryn McChesney. *The Library in Society.* Littleton, Colo.: Libraries Unlimited, 1984. 285p. (Library Science Text Series) \$28.50. LC 84-15440. ISBN 0-87287-379-X.

The authors and their six contributors, who intended this work as an introductory text for library science students, state that they seek to provide a theoretical and conceptual framework that would aid in developing a better understanding of the role of libraries in society. They set out to accomplish this by presenting a view of librarianship in an international context.

The book is divided into four main parts. Part 1 attempts to encourage students to view libraries as integral parts of the societies in which they developed. Chapter 1 describes the role of the library in meeting societal needs. Philosophies of librarianship are presented in chapter 2. Chapter 3 surveys the history of libraries and librarianship from antiquity to the status of libraries at the end of World War II with an emphasis on the West. Part 2 describes the major types of libraries. There

are separate brief chapters on national libraries, school and media centers, college and university libraries, public libraries, special libraries and information centers, and other governmental and quasi-governmental libraries. Part 3 presents overviews of librarianship from various regions of the world. Basic concepts of international and comparative librarianship are presented in the first chapter, setting the stage for the slightly more detailed descriptions of librarianship in Europe, Asia, Australia and New Zealand, Africa, and Latin America that follow. Part 4 surveys the impact of professional associations on library development in the first chapter. Major professional issues in industrial and postindustrial societies as they affect libraries and librarianship are discussed in the next chapter. Problems and prospects of libraries in the Third World are presented in the last chapter. At the end of each chapter a bibliography of basic sources mentioned in the chapters for further reading are given. This is often preceded by a short list of questions for discussion and reflection—both appear to be useful to students.

The authors state in their preface that they wished to view librarianship in an international context while most "library in society" books seemed to focus almost exclusively on the United States. They have succeeded in their effort to present libraries in society in general terms in an international context; however, so much ground is covered that it seems to lack adequate depth and detail and often results in a superficial, less meaningful presentation as a whole. The textbook's tone and many generalities may be somewhat irritating to a reader seeking more detailed knowledge; perhaps it is not possible to do more with an objective of presenting an introductory survey such as this.—*Pat Kissinger, Northern Illinois University.*

College Librarianship: The Objectives and the Practice. Ed. by A. Rennie McElroy. London: The Library Assn., 1984. 447p. \$50. ISBN 0-85365-785-8. (Dist. in the U.S. by Oryx).

College Librarianship: The Objectives and the Practice belongs to the Handbook on Li-

brary Practice series, which includes monographs on serials, medical, university, and picture librarianships. Edited by A. Rennie McElroy, this collection of essays is distinctly British in content and perspective. "The Educational Environment," "Colleges and Their Libraries," and "The Librarianship" are the major headings, which correspond to the three theses stated in the introduction: (1) to contribute to the management of the parent body, (2) to understand the parent body's needs, wishes, and problems, and (3) to sell the library to its users (p.xv). McElroy maintains that this work is more philosophical than practical. He asserts that it is "about objectives and policies, rather than day-to-day practice of college librarianship" (p.xvi), yet the subtitle and the essays in the last half of the book contradict this intent.

Within the first grouping one wanders amid a plethora of acronyms for the various educational councils, committees, and governing bodies in the United Kingdom. Such dotted language necessitated a five-page glossary of abbreviations and acronyms preceding the index. McElroy's own essay, "The Library in the College: Working in Education," reflects a clear sense of direction about college librarianship and a strong commitment to its enhancement. He emphasizes the importance of the teaching role for a librarian and the need to be seen and heard on faculty boards and college committees. He contends that "college librarianship traditionally requires considerable flexibility of library management, a willingness to experiment with significant changes in major aspects of service, and the frequent absence of the librarian from his library" (p.3). As essayist, McElroy successfully touches upon the crucial issues outlined for discussion within this work.

"Colleges and Their Libraries," the second division, covers an assortment of British levels of higher education. Small libraries (20,000 volumes or less), polytechnic colleges of further education (vocational), monotechnic (navigation, art), sixth form, tertiary, and the libraries in polytechnic library schools receive consideration within the context of the oper-

ating environment for college libraries. In "Polytechnics and Central Institutions" John Cowley observes that "library, computer, and educational technology services will grow closer together as disciplines and systems converge into an integrated learning resource" (p.151). Such predictions fall close to home with the U.S. librarians' recommendations in *Alliance For Excellence*.

In the final section, and by far the longest, the essays drift from very specific, even practical, discussions of staffing patterns and duties, collection development (stock exploitation), finance, reader services, user education, and new technology to the status of libraries in North America (limited to community college learning resource centers), Australia, and Continental Europe. John Bate concludes the volume with his essay, "Some Trends in Further and Higher Education to 2000: The Libraries' Response." He expresses a realization that the future of Great Britain (and that of us all) bespeaks an increasingly leisure-oriented society with emphasis on technical, specialized training, and continuing education.

If one strips away the British slant and searches for the philosophical enlightenment of forces pressuring and motivating college librarians and if one reflects upon McElroy's proposed theses, then one can digest some worthwhile information scattered among the separate essays. The apologies of the editor for whatever faults exist in his not tampering with the selections do not alleviate the redundancy and incohesiveness facing the reader. With the potential of assessing the value of college libraries to lifelong learning in a changing society, *College Librarianship* falls short of its objectives. The whole does not equal the sum of its parts nor the purchase price.—Constance L. Foster, *Western Kentucky University, Bowling Green*.

Caputo, Janette S. *The Assertive Librarian*. Phoenix, Ariz.: Oryx, 1984. 254p. \$19.50 LC 83-43252 ISBN 0-89774-085-8.

Assertiveness training is based on the premise that people are free to choose how they will behave from one situation to the next. The assertive option involves