

Dunkin, Paul S. *Bibliography: Tiger or Fat Cat?* Hamden, Conn.: Archon Books, 1975. 120p. \$7.50. (LC 75-5634) (ISBN 0-208-01519-1)

Paul Dunkin's final book (unless there is a manuscript to be published posthumously) leaves us continuing evidence of his concern for bringing a degree of common sense to the often tortuous task of combining the esoterica stemming from the physical characteristics of a book with the usually more mundane record which declares that a book exists and is available for use.

Ranging through the spectrum separating the bibliographer and the cataloger, here is a relaxed observer commenting randomly on such diverse and familiar aspects of bibliography as cast-off copy, press figures, and skeleton forms—intermingled with doubts as to the wisdom of the *ISBD* and musings on what bibliographers will make of the new printing with computer and film.

A major portion of the slim volume consists of quotations from many of the bibliographers' "greats," assembled and juxtaposed to demonstrate discrepancies, inconsistencies, and contradictions among them which have piqued the author's interest; one can enjoy the sound of the quiet popping of pricked balloons as Dunkin comments on some of the hypotheses of bibliothecal Perry Masons which he feels are too feebly supported by fact.

Although Dunkin purports to be writing for the armchair bibliographer (even defining "justification" for the novice), this book will interest largely those with background in bibliography, and who in turn can add their comment to the reflections of the author—and who will argue with the author's contention that one of the most important uses of bibliography is "certainly in better cataloging."

Oh, yes: "Tiger or Fat Cat?" As Dunkin says, "Who cares?"—C. Donald Cook, *Faculty of Library Science, University of Toronto*.

Cook, Margaret G. *The New Library Key*. 3d ed. New York: H. W. Wilson Co., 1975. 264p. \$5.00. (LC 75-11754) (ISBN 0-8242-0541-3)

Downs, Robert B., and Keller, Clara D. *How to Do Library Research*. 2d ed. Urbana: Univ. of Illinois Pr., 1975. 298p. \$3.45 Paper. (LC 74-28301) (ISBN 0-252-00449-3; 0-252-00535-X pbk.)

The titles of these two resource guides for the serious and intelligent layman might better be exchanged: Margaret Cook's manual is, in fact, a sensibly explained "how to," while Downs and Keller's book describes more than twice as many reference "keys" (some fifteen hundred to Cook's seven hundred), but without placing them in a practical research context.

Both works are revisions. The previous edition of *The New Library Key* appeared in 1963 and can be traced back to 1928 when its predecessor, Zaidee Brown's *The Library Key* first came out. *How to Do Library Research*, by Robert B. Downs, assisted by Elizabeth C. Downs, was published originally in 1966. The current editions of both guides include new and revised material into 1974. Only Cook, however, mentions, but declines to evaluate, *Britannica 3* and considers the *Social Sciences Index* and *Humanities Index* as two separate Wilson publications. Although both books discuss *Dissertation Abstracts International*, neither notes the monumental *Comprehensive Dissertation Index*, published in 1973. A random sampling of entries indicates that both guides have been carefully revised with many new works and editions cited and obsolete ones deleted. Cook has increased the total number of entries by one-third from the second to the third edition; Downs and Keller have added nearly half again as many titles in chapters 1 through 12 as were in the earlier edition with more than twice as many pages now devoted to specialized subject reference books (chapter 13).

Margaret Cook views the library as a complex yet fathomable whole and the act of research as a logical process within that whole. The product of this attitude is a wide-ranging yet well-organized guide in the true sense of the word. She defines her audience in broad terms to include everyone from college freshmen to "individual adults who have not had previous opportunities to become acquainted with the ever-

growing services of libraries" (preface). To meet the needs, both conscious and unconscious, of this vast group, Cook focuses on the organization and services of the typical college library, on the characteristics of various types of reference materials, and on particularly important tools in six major areas: the arts; geography, archaeology, and history; the social sciences; literature; the sciences; and mythology, religion, and philosophy.

Proceeding on the very sound assumption that nothing about libraries is common knowledge, Cook manages to define everything from dust jacket to bibliography in a clear and succinct manner. In a tone that is instructive without being didactic, she takes time to explain points which many authors ignore: little mysteries such as how to tell the main entry of a work from the indentions on the catalog card, how decimal numbers are arranged on a shelf, or why encyclopedias seem to date so quickly. Emphasis is repeatedly placed on the concept of classification, in a separate chapter devoted to that topic and again in introducing reference tools of different kinds and fields. On several occasions Cook acknowledges the complexity of a particular practice, for example, filing rules, and encourages her readers to seek assistance.

An outstanding feature of this guide from a pedagogical standpoint is Cook's logical approach to research strategy. Without claiming that there is only one right way to investigate a topic, she advocates the use of dictionaries and encyclopedias, followed by periodical indexes and general and specialized reference sources. Chapter 3, "Writing a Research Paper," offers a number of practical suggestions on note-taking and details of format.

Cook's annotations are not only descriptive and evaluative, comparing and contrasting similar tools, but often afford insights into why a particular tool is especially valuable, as when she comments that Moulton's *Library of Literary Criticism* is "a remarkable source of information on changing literary tastes."

Some curiosities of arrangement and inclusion should be noted about Cook, however. She intentionally omits specialized guides and bibliographies in the major dis-

ciplines, concentrating instead on "fact finders." To provide some additional help to the more advanced student, she offers another ninety-six items in two appendixes. The guide is indexed by author, title, and subject.

Downs and Keller's book is much more easily described, being a mini-Winchell of English language reference works in virtually all fields of contemporary interest. The first chapter, "America's Libraries," includes a handy list of one hundred major U.S. academic and research libraries, giving the holdings and significant strengths of each. Other introductory material concerns the organization of libraries, the card catalog, and classification schemes. Explanations in all cases are adequate but cursory and apparently unchanged from the 1966 edition, except for the updating of statistics. Chapter 3, "Practical Use of Reference Books," turns out to be no more than a demonstration without comment of the infinite variety of reference tools which exist and reference questions possible. An appropriate source is given for each hypothetical question, but without indicating that many other tools might serve equally as well.

Subsequent chapters are titled "Books about Books," "The Periodical World," "The Nonbook World," "Books about Words," "Books about Places," "Books about People," "Covering the World" (encyclopedias), "The Literary World," "The Historical View," and "Specialized Subject Reference Books." These are subdivided by scope of the sources entered. Annotations are brief and descriptive only, and pagination is given for one-volume works. Tools dealing with government documents appear in "Books about Books" (Cook lists them under nonbook materials). Works relating to both popular and academic subjects are covered in the final chapter. There is an author-title-subject index.

Two things are necessary for the enlightened use of library resources: an awareness of what information exists and some sense of how to discover it. Both these guides address the former requirement, and insofar as Downs and Keller describe a greater number of sources, theirs is the more helpful work. Only Cook, however, deals squarely and perceptively with the matter

of efficient use. Her book can be highly recommended as a basic text for both class and self-instruction.—*Mary W. George, Harlan Hatcher Graduate Library, University of Michigan.*

Oluwasanmi, Edwina; McLean, Eva; and Zell, Hans. *Publishing in Africa in the Seventies*. Proceedings of an International Conference on Publishing and Book Development held at the University of Ife, Ile-Ife, Nigeria, 16–20 December 1973. Ile-Ife, Nigeria, Univ. of Ife Pr., 1975. 377p. cloth \$16.50; paper \$10.50.

This volume is not merely concerned with publishing in the narrow sense but also writing, reading, and librarianship. Most of the contributors to the volume are from Nigeria.

The conference recommendations, eight in all, follow the brief introduction; there next appear summaries of conference papers, twenty-six of them; the contributed papers, presumably in full (twenty-one in all); appendixes of more or less formal speeches; and, finally, a good index. To most readers of this journal, only a few of the names will be familiar in a list of one hundred participants which included the distinguished novelist, Chinua Achebe.

The discussion, rather repetitious, deals with the history of missionary presses, state publishing houses, and academic presses. Particularly noteworthy is the lengthy essay by S. I. A. Kotei of the Department of Library Studies, University of Ghana, on "Some Cultural and Social Factors of Book Reading and Publishing in Africa."

Unfortunately, there is no explicit discussion of the economic role of expatriate publishing houses in Africa. Keith Smith in "Who Controls Book Publishing in Anglophone Middle Africa?" *Annals of the American Academy of Political and Social Science* 421:140–50 (Sept. 1975), provides preliminary data on his investigations.

The significant result of this conference on publishing in Africa in the 1970s was the start of two serial publications, both edited by Hans Zell in England: the biannual *African Books in Print* (London: Mansell, 1975–), updated by the quarterly *The African Book Publishing Record*.

This volume is well produced and will

be read and referred to in years to come, not only by students of librarianship and publishing (for example, see Thomas Lask, "Program Is Established at Hofstra [University] to Teach Courses on Book Publishing," *New York Times*, Oct. 21, 1975, p.40), but by persons concerned with developments in the Third World.—*Hans E. Panofsky, Curator, Melville J. Herskovits Library of African Studies, Northwestern University Library, Evanston, Illinois.*

Beeler, Richard J., ed. *Evaluating Library Use Instruction: Papers Presented at the University of Denver Conference on the Evaluation of Library Instruction, December 13–14, 1973*. Library Orientation Series, no. 4. Ann Arbor: Pierian Pr., 1975. 97p. (LC 75-677) (ISBN 0-87650-062-9)

That many librarians are involved in programs of library instruction, and are experimenting with a wide variety of approaches, is evident from the many articles, conferences, and workshops devoted to the subject. However, less readily available is information about program evaluation. This collection of seven papers provides a step toward remedying the situation.

There is general agreement among the papers' authors that objectives are a prerequisite for evaluation design and development and that accountability to management is an important function of evaluation. Of interest to readers as well will be the range and diversity of topics covered. Emphasis is placed on the evaluation of instructional, and not orientation, programs.

The first paper is by Thomas Kirk, science librarian at Earlham College and chairman of the ACRL Bibliographic Instruction Task Force. Although structurally flawed, the paper is one that should be read by all who are, or will be, involved in the evaluation of instructional programs. He reviews past research, provides critical discussion of evaluation attempts and studies of selected instructional programs, and provides some practical suggestions.

The second paper, by Richard R. Johnson, experimental psychologist and program manager for the Exxon Education Foundation, deals with the purposes and methodology of data collection.