one cannot master the use of OCLC simply by reading this book. According to the authors, "Interpretation of the text and demonstrations on the terminal by an instructor are essential to master the intricacies of the OCLC system" (p.vii).

The book is divided into nine sections, and the authors explain that the manual "is organized in such a manner that parts of it might be used separately." Topics covered include terminal operation, catalog card formats and profiles, and bibliographic searching. Illustrations are provided for the OCLC 100 keyboard, sample screens, catalog cards, and catalog card profiles. Additionally, the reader is referred to appropriate documents throughout the volume.

A preface gives a bibliography of manuals, cassettes, newsletters, and workbooks, and a glossary provides a group of succinct definitions. An appendix contains sample work forms that may be used by those learning to catalog on-line. The single-page index is a

major drawback to the volume, especially when compared to those found in OCLC manuals.

The best source for those using or learning to use the OCLC terminal is *On-Line Cataloging*, which contains flow charts, full-page illustrations of the terminal, thorough descriptions of the system, and tables. The preparation of catalog card profiles is similarly well delineated in the *Design of Formats and Packs of Catalog Cards*. These manuals should be consulted for a thorough understanding of the system.

Because this volume will become outdated very quickly, it is hoped that it will be continually revised. Despite these limitations, this book will prove a useful supplement to library science and cataloging department collections.—*Lucy T. Heckman, St. John's University, Jamaica, New York.*

Fothergill, Richard, and Butchart, Ian. *Non-Book Materials in Libraries: A Practical Guide.* London: Clive Bingley; Hamden, Conn.: Linnet Books, 1978. 256p. $17.50. LC 78-15999. ISBN 0-85157-253-7 Bingley; 0-208-01673-2 Linnet.

This work on nonbook materials (NBM) is written from a distinctly British perspective. According to the authors, the book is intended "to provide the librarian with the skills to select, control and exploit" (p.8) nonbook materials.

Chapter 1 is devoted to a brief definition of their topic and a historical overview of the development of NBM. Chapter 2 identifies the range of users and why they have not fully utilized the nonbook format.

The authors appropriately note in chapter 3 the problems faced by librarians in the use of NBM. The remainder of the chapter is devoted to discussing the types of materials used in NBM, the various formats, the equipment necessary for each format, and, finally, simple guidance on the operation of the equipment. The basic principles of NBM in this section are well stated, and the beginner to the field will find some helpful material.

From a practical vantage point, the most important part of this book is chapter 4, where selection techniques and sources (primarily British) are identified; cataloging, classification, and indexing are explored (the authors support for NBM the use of the same standard

cataloging principles as used for books); and a manual of practice highlights the variations between cataloging books and nonbook materials.

Needless to say, the successful interaction of the user and NBM will depend greatly upon good management techniques. Thus, the final chapter is devoted to "those extra problems introduced by the presence of NBM" (p.211). Perhaps the most important point related in this chapter is that the library staff must have a commitment to the concept of NBM as valuable sources of information and, therefore, to encourage use. If the libraries are successful in this venture, the authors believe the number of nonusers of libraries will decrease. A bibliography and index conclude the work.

Overall, the book can be characterized as a good, commonsense approach to inclusion of nonbook materials in libraries. The authors are well known in Great Britain. Both are professionally involved in the field at Newcastle-upon-Tyne Polytechnic and have written for the Council for Educational Technology. This is a useful source for American librarians to obtain a general exposure to how some British professionals view the role of NBM in libraries.—*Dwight F. Burlingame, Bowling Green State University, Bowling Green, Ohio.*

Weinstock, Ruth. *The Graying of the Campus.* A Report from EFL. New York: Educational Facilities Laboratories, 1978. 160p. $14 casebound; $8 paperbound. LC 78-69846. (Available from EFL, 850 Third Ave., New York, NY 10022.)

As the daughter of a man who at age sixty-three went back to school and was elected president of his class, the idea of education for the older American is certainly not a new one to me. To some, however, it might be.

Recognizing the shift in the population toward our becoming a nation of older people and the changing national policy of education for all ages, this small book presents a large challenge to educators. The combined force of the Mondale lifelong learning bill and the Age Discrimination Act of 1975 will have a major impact on institutions of higher learning.

This book was, as indicated in the foreword, originally intended to address the subject of the campus as a place; however, the scope broadened as numerous other considerations about the academic community and the graying American were encountered.

In section 1, when considering the "New Partnership," it is suggested that, based on a 1972 California study, 6.6 million elderly across the country are potential students. Section 2, a discussion "About the New Partner" points out the diverse nature of older people and reminds one that to be old is not to be defunct. Instead, the "young-old" are a new breed that reflects "a changing perception of the life cycle."

Section 3, "Making It Work," presents issues to be analyzed by colleges when entering into a program for older Americans, such as the content and structure of the curriculum, the preparation of teachers, the need to "plan programs *with* older students rather than *for* them," and the resulting intergenerational student mix.

In section 4, "Managing the Environment," the facilities and physical environments of the campus are considered. The challenge is to "provide a physical environment that is supportive but not excessively so." In these days of increased energy conservation, suggestions such as additional lighting and warmer classrooms may prove difficult.

The final section comes around to where it always does—"Financing Issues." It considers the costs for faculty, facilities, administrative and support services and suggests some possible sources for funds.

Picture credits outnumber footnotes by a large margin, and much of the book is devoted to citing examples of currently functioning programs. Their location, content, scope, and direction vary as widely as does their clientele, but that is, in large part, the message: The "young-old," or the "old-young," are "anything but a homogeneous group," and that is the challenge to present and future education.

As stated earlier, the original intent of the book was to view the campus as a place. With that in mind, it is unfortunate that the library, a central place on many campuses, received so very little attention! It does not appear as an entry in the index, and, in fact, the most extensive mention of libraries is a negative one: "Libraries . . . can be particularly confusing and difficult to negotiate. . . ."

Although there are many instances where policymakers and campus leaders are mentioned, librarians are never included. The challenge presented by *The Graying of the*