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BOOK REVIEWS

American Book Publishing Record Cumulative 1950-1977: An American National Bibliography. A Cumulation of American Book Production for the Years 1950-1977, in 15 Volumes, as Cataloged by the Library of Congress and Recorded in the American Book Publishing Record and the National Union Catalog. Arranged by Subject According to Dewey Decimal Classification and Indexed by Author and Title with a Separate Subject Guide including Library of Congress Subject Tracings, Dewey Decimal Classification Numbers and Library of Congress Classification Numbers. New York: Bowker, 1978. 15v. \$1,500. LC 66-19741. ISBN 0-8352-1094-4. ISSN 0002-7707.

R. R. Bowker has undertaken a major project in creating the *American Book Publishing Record Cumulative 1950-1977* by adding to the data base for its *Weekly Record* and *American Book Publishing Record* thousands of titles from MARC tapes and from the *National Union Catalog, 1950-1968*, to amass over 900,000 entries—practically all the titles published or distributed in the United States from 1950 to 1977.

Following the pattern of previous issues of the *American Book Publishing Record*, the first ten volumes are arranged by Dewey Decimal Classification with the sequence broken carefully between hundreds rather than by size of volumes. Social Sciences (300-399) and Applied Sciences (600-699) require two volumes, and unfor-

tunately the breaks come in the middle of 340.0942 and 627 so that one would not know in which of the two volumes a desired entry would come.

Fiction and juvenile fiction, in separate alphabets by main entry, comprise volume 11. In volume 12 all books lacking Dewey classification, and hence unable to be listed in the first ten volumes, are arranged by main entry. Volume 13, the author index, and volume 14, the title index, list works by the first nine digits of their Dewey classification by *Fic* or *Juv*, or as *v. 12* with the author's name in parentheses.

Volume 15 is the subject guide, an alphabetical listing of LC tracings (including proper names and uniform titles used as subjects) from volumes 1-12. Just the hefty title index of 2,225 pages in four-column format is quite an impressive project and its usefulness should be proportional to its size.

The set is printed on acid-free paper, Smythe-sewn, and sturdily bound. The print is very legible even though rather small type. Entries in four columns to the page are very clearly set up with the author's last name in all caps on the left and the Dewey class number on the right with plenty of space in between. Titles are in italics followed by subtitle, imprint, collation, series, notes, LC classification, LC card number, ISBN, price if given in the original ABPR record, and LC tracings. Any entry prepared by the Bowker staff when LC cataloging was unavailable is marked with an asterisk.

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assigned under previous editions of the Dewey Decimal Classification, an extensive "Table of Relocations of Dewey Decimal Classification Numbers" located in each volume of the set shows changes from the 15th to 16th, 16th to 17th, 17th to 18th editions with numbers no longer being used enclosed in brackets, and numbers that have been discontinued followed by an asterisk. This is very helpful and I don't know of other places where it is to be found. There is also a "Table of Obsolescent Dewey Classification Numbers." In the first ten volumes prime marks divide the Dewey numbers into logical breaks so that a shorter number may be assigned by a non-professional in a smaller library.

At first glance this set seemed like a very handy tool for any reader who wanted to find the author of a particular title, or other works of a favorite author, or more books on the same subject. It is—but that is a small part of its usefulness. It will be very valuable to librarians needing reliable LC cataloging and classification when they are

reclassifying from Dewey to LC, for finding LC call numbers when OCLC records give only Dewey call numbers, for revising cataloging done under old editions of the Dewey Decimal Classification, verifying interlibrary loan requests, finding the contents of collections, or developing collections in various subjects. Libraries not owning *The Combined Index to the Library of Congress Classification Schedules* may find some of their questions regarding numbers for particular authors, classes of persons, geographic names, or all the class numbers relating to a single topic answered in this set.

Perhaps a certain amount of nit-picking is necessary in reviewing a set such as this. I found relatively few misprints, but even the computer became fatigued at the magnitude of the filing job and dumped problems in a clump at times. In the title index, numbers were quite well alphabetized except for a little clump running "1967, 1980, 1976, 1967, nineteen bishops" and then on accurately again. In volume 12 there were many

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titles beginning "Report" or "Proceedings," but at the beginning of each were clumps of mystifying entries such as:

1. "Report

[Amherst?] v. 29 cm. annual. Report year ends June 30.s8" with the tracing "I. Massachusetts. University. Library."

2. A similar report with the tracing "I. Howard University, Washington D.C. School of Law."

Although I did not locate 1. in the NUC, I presume the tracing should have been the main entry as was the case with 2. which had no tracings in the NUC.

3. "Proceedings.

Urbana, Ill. University of Illinois Agricultural Experiment Station [1957] 106p. I. Harwood Sawlog-Grading Symposium, Indianapolis, 1957."

The main entry in the 1958-62 NUC was "Hardwood Sawlog-Grading Symposium, Indianapolis, 1957," and there were no tracings.

"Who's who in golf" and "Who's who in Malaysia" fell between "Who, what, when in Kansas" and "Who, why, what."

Acronyms and initialisms caused some problems. Acronyms were usually filed as though they were words. Initialisms were filed at the beginning of a letter when there were periods between (as A.L.A.) but were filed as words otherwise (ALA). U.S. had its variations: some were interfiled with *us*, some with *United States*, and some appeared at the beginning of the *u*'s.

Mr. was filed as *mister* except for five cases as *mr.* *Mrs.*, on the other hand, was under *mr* except for five under *Mistress*. Of course, I take no notice of thousands of correctly filed entries!

Since there are no references in the author index, in order to find all of an author's works, one would need to know both the author's real name and pseudonym if works were cataloged at different times under both. Often, however, the entry for one would give the other in the author statement, as for example, the case of "Moravia, Alberto" and "Pincherle, Alberto"—plus in this case the spurious variations of "Pinchere" and "Pincherie" who also turn out to be "Moravia, Alberto." If one looked under a pseudonym when only the real name was used, nothing would be found.

It was very easy to locate items in the fiction and unclassified volumes through the indexes, but one cannot deny the fact that using an up to nine-digit number to gain access to the first ten volumes is really cumbersome. In the author index, there may be, for one author, a block of Dewey numbers in paragraph form separated only by semicolons.

For example, Julian May has eighty-five Dewey class numbers after his name. If one remembered the first one long enough to look it up in the proper volume, it would be necessary to find one's place again in the index paragraph each of the other eighty-four times unless one is efficient enough to write them all down on scrap paper and cross them out one at a time. A double-column listing of numbers under the name or at least several spaces between numbers would help. Also guide numbers at the tops of pages in classified volumes use only three digits so there may be many pages headed 973-973, for example.

At least in the title index, I thought, there would be only one class number for a title, as *The Remarkable Henry Cabot Lodge* 923.273. Entries for 923.273 are arranged by author or main entry on pages 943-957 of volume 10, but since I don't know the author I'll hope it was another Lodge. No such luck, so there's nothing to do but go through all the entries on fourteen four-column pages until I find *The Remarkable Henry Cabot Lodge* under "Zeiger, Henry A." If the author's name could be given in parentheses as in the fiction and unclassified volumes, the title would be easy to locate.

The subject guide has no references, but all headings and subdivisions used are printed out individually. A page at the beginning of volume 15 showing how to use the guide explains the fact that some tracings appear in both abbreviated and full form. One may locate related material by using one heading and turning to its class number and browsing. The use of geographic names may lead one to interesting local history items. The subdivision "Juvenile literature" will help librarians locate books on many subjects suitable for younger readers.

The 920s in volume 10 may help locate

biographies of people in various occupations and categories—scientists, journalists, baseball players, etc. Although I found no explanation of it, some entries in the other classified volumes had a *B* after class numbers (823.912B, 551.0924B) which also were biographies, but not all biographies were so marked. I found no explanation for two other symbols: a dagger before an 809 number and a small *s* after many 551.08 numbers.

There is a fantastic bibliographic base in this *American Book Publishing Record Cumulative 1950-1977*. I think it would be of greatest value to libraries converting from Dewey to LC or adding retrospective holdings to OCLC. It would be of tremendous value to many small public and school libraries who cannot afford many bibliographic tools, but they also could not afford this set unless it became available on microfiche.

It may be unfortunate for Bowker that Carrollton Press has recently announced a *Cumulative Title Index to the Classified Collections of the Library of Congress, 1978*. That publication of 132 hardcover volumes scheduled for completion in 1982 will contain in one alphabet six and one-half million titles. Less information will be given in each entry (title, author, LC call number, LC card number), for it is intended to be used with the *National Union Catalog* and *Mansell* by means of the LC card number and author, or the *LC Shelflist* in microform by means of the call number. Academic libraries and large public libraries who could afford this set (\$11,432 prepublication price) would have access to many more titles covering a greater geographic area and a much longer period of time. Most libraries, I fear, will be waiting and hoping for a microfiche edition of one set or the other!—*Ruth P. Burnett, State University of New York, College at Oneonta.*

Formal Reader Education Programmes in Post-Secondary Libraries: Their Justification, Implementation, and Evaluation. Papers Presented at a Seminar Held at the Caulfield Institute of Technology, Victoria, 25-27 January, 1978. Organized by the Chief Librarian, Patrick Condon, and the Reader Education Librarian,

David Foott. Caulfield: Caulfield Institute of Technology, 1978. lv. (var. pag.) A\$7.50 plus postage (sea mail \$2.00, air-mail \$4.40, surface air lifted \$3.50). ISBN 0-909176-04-3.

Proceedings volumes are typically a "mixed bag" of strong and weak papers more or less addressing a common theme. This example, the record of an Australian conference on library use instruction (termed "BI" for "bibliographic instruction" in this country and "formal reader education" in Australia) qualifies as a uniformly thoughtful and helpful contribution to the literature in this ever-expanding area. For one thing, the papers included give American readers a reassuring sense that everyone shares the same problems and concerns, from cost-effectiveness and objectives to staffing and evaluation. The ten published presentations touch on all of these issues and others as well.

Especially interesting are the details of a survey done by Chooi-hon Ho, which show "overwhelming evidence that libraries with Formal Reader Education programmes have a substantial increase in reference transactions." Ursula Newell cautions in her discussion of appropriate methodologies that there is often a difference between librarian and faculty concepts of what students need to know and that in selecting a means of instruction the entire educational system must be taken into account. David Foott's piece "Why Evaluate; What to Evaluate?" is likewise straightforward and insightful.

Several short case studies conclude the volume, giving a picture of current BI efforts in Australia. Although it is staple-bound with paper covers and lacks continuous pagination and an index, this item would be a worthwhile addition to any library science collection or to any BI reference shelf in an academic library.—*Mary George, University of Michigan, Ann Arbor.*

Progress in Educating the Library User. Edited by John Lubans, Jr. New York: Bowker, 1978. 230p. \$15.95. LC 78-12758. ISBN 0-8352-1102-9.

This collection of fifteen papers is "meant to complement and bring up to date the 1974 volume, *Educating the Library User*,"