

pilot project and welcomes suggestions and comments. My suggestion is that the compilers define for themselves and for their intended audience what *CLIP Notes: #1-80* seeks to do.—*Thomas M. Gaughan, University of Illinois at Urbana-Champaign.*

Strawn, Richard R. *Topics, Terms, and Research Techniques: Self-Instruction in Using Library Catalogs.* Metuchen, N.J.: Scarecrow, 1980. 98p. \$8. LC 80-12569. ISBN 0-8108-1308-4.

Instruction librarians, especially academic ones, complain that they have too many students to teach and not enough time to do it in. Using a programmed, self-instruction guide could be of benefit to both instruction librarians and students. Richard Strawn has added his contribution to the burgeoning literature of self-help books in the field for library users. As his title suggests, this book is written for individual users who are researching a topic.

The subjects covered in the text are how to read a Library of Congress catalog card, words as possible "subject headings," how

to use subject headings, specificity (when a term is too narrow), subdivisions (how subjects are divided up), and filing. Each topic includes a pretest, exercise, and summary of the basic information needed to complete the exercise. The answers are given in the back of the book. The text is based on LC classification and subject headings and, according to the author, "uses actual topics that Wabash College students have had to treat in the last several years." Strawn aims his text at "high school and college students, library aides and technicians" and gives a completion time of seven hours for the entire book, or four hours following the shortcuts.

The reproduction of the LC cards is often poor; they are fuzzy and hard to read. The layout of the exercises could also be improved: one exercise overlaps onto another page, making the user turn pages to follow an exercise. The exercises were confusing to me in their numbering system: letters and numbers are used to designate question numbers, card numbers, and example numbers. The book depends on a good academic

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library to be used effectively; not every academic library will have the particular catalog cards for Strawn's examples. Perhaps the most serious drawback is the confusing directions for the exercises. All instruction librarians know how difficult it is to phrase clear, logical directions, and these directions are like most that appear in the literature. The author does bring out points that confuse users: titles of books may be misleading as subject headings, general subject headings may be made specific by adding a subdivision, and filing rules can be understood by giving a few concrete examples.

From my ten years of experience in library instruction I find the exercises somewhat confusing, especially in the directions given. Having said that, I acknowledge how difficult it is to develop a clear, logical, trouble-free programmed text—to date I haven't seen one. Strawn's text might be used most effectively in a structured situation where professional help is at hand. His examples are good, and I found his use of relationship formation effective. Instruction librarians might find something to adapt in his approach. While I applaud Strawn for his efforts, the clear-cut, logical, easy-to-use, programmed, self-instructed text for library instruction has, alas, yet to be written.—*Anne F. Roberts, State University of New York at Albany.*

Davinson, Donald. *Reference Service*. London: Clive Bingley; New York: K. G. Saur, 1980. 235p. \$20. ISBN 0-85857-291-X.

The librarian who is conversant with the literature of reference service will find little that is new in this overview of reference service in the academic, public, and special library. Many of the articles and books cited are by American authors such as Bill Katz (most quoted), Helen Gothberg, Charles A. Bunge, Jesse Shera, and Robert S. Taylor. Different viewpoints on a topic are included and the important points from the cited authors are explained with some additional comments by Davinson, but his opinions are not intrusive. The comparison of British and U.S. reference service reveals many of the same developments, problems, and solutions for providing information to the library user.

The discussion of reference service is presented in twelve chapters. Topics covered in these chapters include definition of terms, which notes the differences and similarities in terminology used in the United Kingdom and the U.S. "The Theory of Reference Service" briefly recapitulates what has been written, but has no new insights. "Costing and Evaluating Reference Service" concludes that, though difficult, the need for developing adequate measures is important because of economic developments and budget cuts. The chapters "Librarian-User Relationship," "Dealing with Enquiries," and the "Reference Interview" concentrate on communication theory and interpersonal relations. Also noted is that ready reference, or quick reference, the British phrase, for which only one source is consulted, is the bulk of reference service provided to users.

"Search for Answers" deals with search strategy. "Evaluating the Results of the Search" is a very brief chapter with no new information presented. The chapter on library networks mentions those in the U.S., but gives details on networks being developed in the UK, e.g., BLAISE (British Automated Information Service); PRESTEL, earlier known as VIEWDATA, which stores and displays data on a video screen and uses telephone lines to communicate with the enquirer; CEEFAX and ORACLE, which provide local information using conventional audio and video broadcasting channels.

"New Directions in Reference Service" concentrates on public library service that advocates community information services. "Instruction in Library Use" discusses the pros and cons of user education, with emphasis on the programs in academic libraries. The different ways of teaching reference service—by title, by type, by case studies, and by the pathfinder method—are the topic of the last chapter. At the end of each chapter a bibliography of cited references is given. Also provided are subject and author indexes.—*Jean Herold, University of Texas, Austin.*

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