

ly when they do know something about publishing." As a result of this fleshing-out of basic material the book will undoubtedly prove very useful to graduate library school students as well as to library technicians and clerks.

There are several tables at appropriate places in the book setting forth detailed listings of staff activities and responsibilities. This should prove helpful to supervisors writing job descriptions or organizing or reorganizing a library. The book also contains a detailed discussion and practical evaluation of the primary acquisition tools such as *BIP*, *PW*, *CBI*, *NUC*, *PTLA*, etc.

This book will be very useful to a beginning librarian or library technician as a picture of what actually happens from the time an order is placed until the book is shelved. In addition, there are probably many practicing librarians who would benefit from the review this book offers. And finally, it will undoubtedly prove very useful to schools with library technician courses and to libraries with in-house-training programs. All in all it is an excellent book.—*Ashby J. Fristoe, University of Hawaii.*

**LIST 1971: Library and Information Science Today.** Paul Wasserman, managing ed. New York: Science Associates/International, 1971. 397p. \$25.00.

This publication is the outgrowth of a seminar begun at the University of Maryland in the summer of 1969. A group of students and faculty met to discuss the problems of developing a formal mechanism for gathering information about work in progress in library and information science. The data gathered by the seminar participants form the basis for *LIST 1971*.

Simply stated, the volume is a directory of research and innovation in library and information science. It is similar to the National Science Foundation's now defunct *Current Research and Development in Scientific Documentation*, but is broader in scope and is not limited to activities cited in the published literature.

Listed for each project are the principal investigators, the title of the project, the name and address of the institution at which the work is being performed, the approximate beginning and ending dates,

and a short description of about 100 to 200 words. References to published literature are omitted. To facilitate browsing the entries are arranged in a classified manner by broad subject. Indexes of principal investigators, organizations, geographic locations, funding sources, titles, and subjects and keywords provide adequate alternate means of access to the text.

As a directory of research and innovation, *LIST 1971* is not successful. Although the volume claims to be international in scope, the emphasis is primarily upon the United States and Western Europe. There is only one entry for the Soviet Union, one for Australia, and three for all of South America. The coverage is not comprehensive, even for projects originating in the United States. Several programs prominently reported in the published literature are omitted from the volume. Undoubtedly many of the omissions result from the dependence upon gathering information by questionnaire.

The projects listed in the publication are broad and varied. They range from the scientific to the sociological, from computer-aided indexing and abstracting to outreach programs for the disadvantaged. Although the focus is supposedly on research and innovation, it is sometimes difficult to discern from the text what is particularly innovative or experimental about a program. The production of a KWIC index, for which several projects are cited, is an activity which in 1971 can scarcely be classified as either research or innovation.

Browsing through the volume, one is presented with a fascinating mosaic of the current activities and interests of the library profession. The publication will thus be useful in the library school research methods course to instill in the student an appreciation for what constitutes research (or what passes for research) in library and information science. The price, unfortunately, places *LIST 1971* beyond the means of most library science students.—*Howard Pasternack, University of Chicago.*

Hutchins, W. J., L. J. Pargeter, and W. L. Saunders. *The Language Barrier; A Study in Depth of the Place of Foreign Language Materials in the Research Activity of an Academic Community.* Shef-

field, England: Postgraduate School of Librarianship and Information Science, University of Sheffield, 1971. 314p. £3.50.

Language has always been one of the easier criteria to apply in selecting books and journals for academic libraries. There is a generally understood but largely unmeasured correlation among the language of the publication, its subject, and its actual use. In times of budgetary restraint, therefore, the book selector is often tempted to choose the path of least resistance; i.e., to prefer the language used by the majority in the academic community. Tradition, assumption, and intuition play a major role in this decision-making process as published knowledge on scholarly behavior and use-patterns in libraries has yet to provide interpretable data.

The detailed case study done at the University of Sheffield by Hutchins and others is a significant step toward a better understanding of the practical problem of language in the transfer of scholarly and scientific information and it offers an interesting variety of contact points for thought and action.

Building on earlier work done at the same university, the authors have tried to determine the nature and effects of the "language barrier" between the "very large rapidly increasing quantity in all fields of knowledge in languages other than English" and the efficiency and quality of research and scholarly activity. The possible need for translation services was explored in relation to this barrier. During a two-year period the team interviewed more than half of the population being surveyed—in virtually all representative academic disciplines—with an emphasis on language competence and education, assessment of the importance of research work carried out in various countries in the world, and methods by which the population kept up to date in their fields. This information was collated against a variety of records and analyses of the actual library usage including a full year's borrowing and foreign language interlibrary loan transactions, Xerox copying of foreign language items, and the use inside the library of current foreign language and multilingual journals. To add further dimensions an

analysis was made of all citations in publications and theses produced during one year, and all the library's holdings and budgets with regard to the foreign language material. The results of these surveys have been reproduced in a substantial number of detailed tables showing the language and use relationship in the humanities, social sciences, physical sciences, medicine, and engineering.

The conclusions, of course, are not so surprising: There is indeed a language barrier and there is a great need for access in one form or another to especially French, German, Russian, and Japanese research output. The authors recommend that special courses in technical language knowledge be developed. Despite the low usage in some fields the library should continue to select foreign language materials and the library staff should increase its efforts to promote the use of the available bibliographical and indexing tools. The need for coordinated, competent translation services is clearly identified.

For American university libraries faced with dwindling funds and sharply decreasing university language requirements, this study comes at a most opportune time. Its methodology and the detail with which the data have been arranged can serve as a very useful model for local or national application. We hope that this volume will not only reach the shelves but also the eyes of concerned librarians and university administrators.—*Hendrik Edelman, Cornell University Libraries.*

***UNISIST: Study Report on the Feasibility of a World Science Information System.***

United Nations Educational, Scientific and Cultural Organization and the International Council of Scientific Unions. Paris: UNESCO, 1971. 161p. \$4.00.

In one triad of scientific investigation—desirability, necessity, and feasibility—it is often only the third component which garners the focus of attention. It is refreshing to note that in this study, however, the elements of desirability and necessity are considered with equal concern.

The results of this four-year inquiry suggest that the needs of the scientific and technological communities can be met more satisfactorily through a flexible network of