

curricula in library and information studies is tied closely to the professional level open to each student. A distinct graduate-level program in library and information science has only recently come into being at one or two German universities, but the long-range trend seems to be for its recognition as a distinct discipline of study, perhaps within the framework of communications research.

Perhaps the English language reference source that is most similar in purpose, format, and achievement to the German handbook is the excellent series *Advances in Librarianship*, edited by Melvin Voigt. The purpose of this series, like the handbook, is to present essays on current trends, which are timely and of interest to practitioners and educators in the field, and which reflect current research interests. Though its serial nature gives *Advances* opportunity for broader scope and permits topic specialization within an individual annual volume, many of the topics it addresses are also treated in the handbook. While the German source discusses cost-effectiveness studies and personal leadership styles, *Advances* focuses on productivity measures and the role of the middle manager in its most recent volume. The two tools complement one another nicely.

Kehr, Neubauer, and Stoltzenburg have provided a valuable sourcebook for German librarianship. They plan a future collection on the problems and trends in various types of libraries and library systems. May their plans come to fruition.

This handbook is recommended for large university and research collections and library science collections.—*Meredith A. Butler, Head of Public Services, State University College, Brockport, New York.*

**Library Acquisition Policies and Procedures.** Edited by Elizabeth Futas. A Neal-Schuman Professional Book. Phoenix, Ariz.: Oryx Press, 1977. 406p. \$14.50. LC 77-7275. ISBN 0-912700-02-5.

Written acquisition policies are either assumed or enthusiastically supported in the literature of librarianship. "*Library Acquisition Policies and Procedures* is designed to aid librarians, library school students, and publishers to understand some of the factors which underlie and influence library

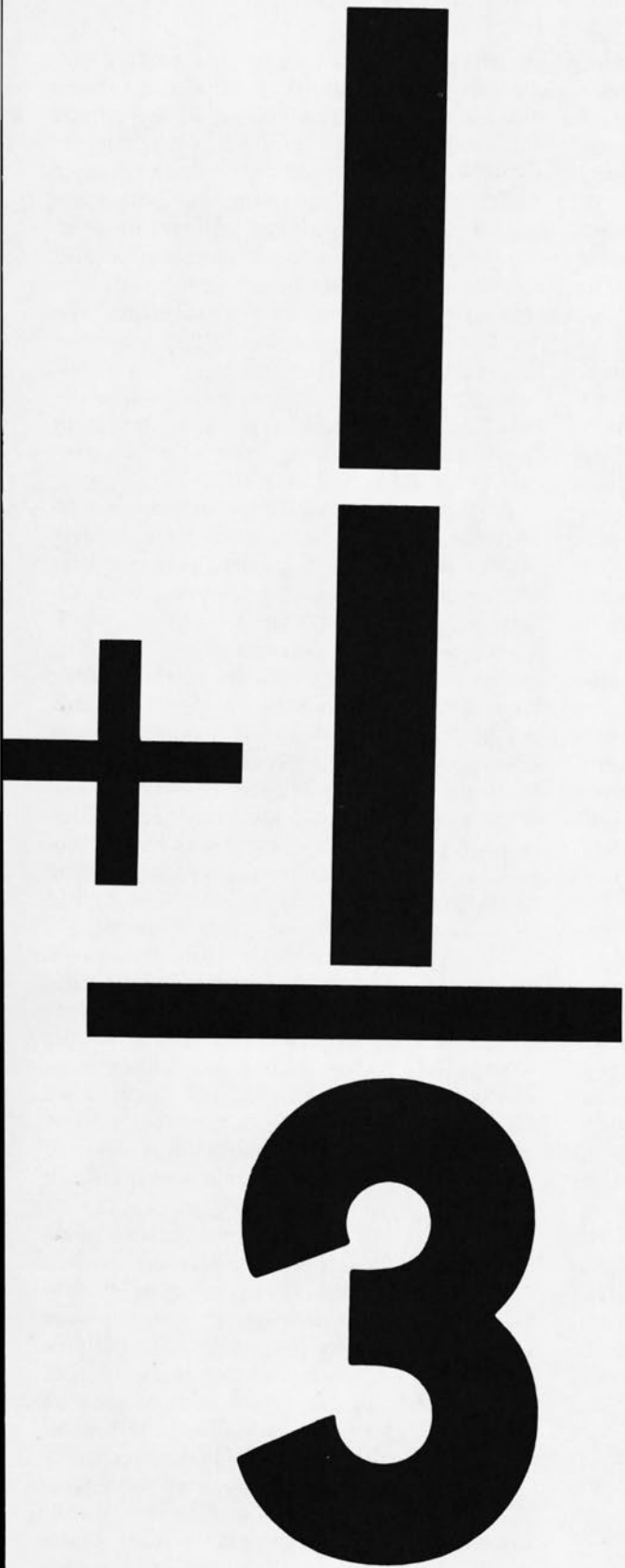
materials selection." It is also intended as a help to those who may be in the process of developing acquisition policies. It will best serve this latter purpose.

This book is primarily a collection of acquisition policy statements, with 372 pages devoted to reprinting, in full or in part, 82 policies from both public and academic libraries. Including the preface and introduction, there are almost 450 pages. A significant portion of the preliminary pages reports the findings of a survey that started with a letter to 3,600 libraries requesting their selection policies and willingness to complete a follow-up questionnaire. The response to the initial letter and the follow-up questionnaire was some 300 selection policies and 246 usable questionnaires. In addition seven ALA-approved statements about selection are conveniently reprinted in the appendixes.

The most that can be said for the survey report on acquisition procedures is that it is interesting. For a questionnaire with only twelve questions it is difficult to imagine a greater incongruity in responses. Can we believe, for example, that one academic library spent 95 percent of its total library budget on library materials? Or that another spent only 3.9 percent? In addition, the editor draws attention to discrepancies between the policy statements received and the answers to questions in the survey. In the words of the editor, "The academic and public library questionnaire survey answers, although certainly not conclusive of any trends, do provide some interesting commentary on what happens in the practical world of library acquisitions."

It may be appropriate to comment on "acquisition policy" and "selection policy." Boyer and Eaton in *Book Selection Policies of American Libraries* (Austin, Texas: Armadillo Press, 1971) stress the distinction. Elizabeth Futas does not. If the distinction must be made, it would appear satisfactory to consider "selection policy" a vital section of any "acquisition policy."

The policies selected for reprinting are in three categories: public library policies, academic library policies, and partial library policies by category. The policies are representative of various types of libraries and are worthy examples. Twelve public library and fourteen academic library pol-



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icies are reprinted in full. Eighteen public library and thirty-eight academic library policies are reprinted in part. Those policies reprinted in part are arranged into several categories, e.g., selection, weeding, etc. Such an arrangement is very useful.

Similar information has been available previously. Carter, Bonk, and Magrill have included partial selection statements in *Building Library Collections* (4th ed.; Metuchen, N.J.: Scarecrow Press, 1974). The Boyer and Eaton compilation mentioned above has been quite useful to librarians and library educators since 1971. The ALA Headquarters Library has maintained a file of representative acquisition policies; and the Association of Research Libraries produced a SPEC Kit of acquisition policies in 1974.

Nevertheless, *Library Acquisition Policies and Procedures* is more comprehensive than any of these. Its organization enhances its usefulness, and it is up-to-date. If one doubts the need for this new collection, it should be remembered that many libraries do not have acquisition policies. Futas indicates the majority of libraries do not have. This reviewer's experience in four major academic libraries—three of which did not have written policies—tends to support this position. In addition, a survey in connection with the ARL SPEC Kit mentioned above indicated "a great deal of activity in the area of acquisition policy."

Minor annoyances included difficulty in finding footnote references, the point being made at least three times that policies represent the ideal and not necessarily the reality of the situation (p.ix, xiv, xxvii), indication on page ix that 500 questionnaires were sent while page xviii says more than 450 were sent, and the defensive stance regarding librarianship that is found in the preliminaries. However, the book is basically a good collection of documents related to acquisition policies and will be helpful to libraries in general.—Don Lanier, *Head, Acquisitions Division, Auburn University Library*.

**Libraries in Post-Industrial Society.** Edited by Leigh Estabrook. A Neal-Schuman Professional Book. Phoenix, Ariz.: Oryx Press, 1977. 337p. \$13.95. LC 77-8928. ISBN 0-912700-00-9.

This collection of essays was compiled

for those librarians who are aware of changes in institutions, clientele, information tools, etc., and are willing to learn from understanding and sharing the experience of other professionals in the changing world. Thus these librarians will not maintain their status quo but will advance in competence, invigorate public service, and attain greater stature in the profession. The title of this volume is derived from the heading of part V, the last eighty pages of the book.

In the first part, after an introductory article by Daniel Bell, explaining his term "post-industrial society," four other sociologists react to his postulate.

Professionalism, of constant concern to librarians, forms the second section, with articles well chosen to present many aspects of this area that may be relevant to librarianship, from domination by professions to licensing of paraprofessionals.

Since professionals usually work in some kind of organization, the third part relates to their role in today's new and different managerial styles. Worker participation with shared authority, public service, bureaucracies at federal and state levels, relationships between clients and formal organizations, and the need for new policies to manage information in our now highly technological society are covered herein.

The fourth section deals with the services needed by the post-industrial society, different because of technological change, which influences the clients' demands. Computers, cable television, educational changes to meet older students' needs, how to deal with the conflicting requests from special groups and the politically powerful, a clear understanding of culture—all these will affect services.

Part V, the last quarter of the book, treats explicitly information services as they are to affect librarianship now or in the near future. The development of a model for information systems through analyses of information needs and use is the subject of the first article. From similar current studies of information use, etc., the second article critically evaluates library cooperation to determine how cooperative systems should develop. Library service in a mechanized library environment is the framework of the third rather technical paper. The last article focuses on special-interest