

Recent Publications

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Lyle, Guy R. ***The Administration of the College Library***. 4th ed. New York: Wilson, 1974. 320p. \$9.00, paper. (LC 74-18427) (ISBN 0-8242-0552-9)

This fourth edition of a library science classic, written by a librarian with not only extensive academic library administrative experience but also considerable experience in library education, continues the fine tradition of the previous editions which have been read by generations of library school students, as well as practicing librarians, since they first appeared in 1944. Lyle is articulate, readable, and eminently qualified to be its author.

The work itself is a combination of a synthesis of relevant literature and research, examples drawn from specific libraries, observations based on experience and visits to libraries, and the philosophy of the author. In edition four, although Lyle continues to thank others for constructive criticism, the co-authors of previous editions are not credited. He carefully distinguishes between college and university library administration and for the latter refers the reader to the books by Wilson and Tauber, and Rogers and Weber. Lyle's emphasis how-

ever, as is his experience, is on administration of the library in the private four-year college, to the neglect of the public college, and especially the public community college.

Revision, in this edition, was accomplished by rewriting and rearranging from earlier editions, by omission, and by expanding and updating data, statistics, information, and terminology. Footnotes come at the end of the chapters which remain the same in number and arrangement as in edition three. The bibliography, a most valuable feature for the reader, has been reworked and expanded with recent citations. Although Lyle still quotes and cites Branscomb, Bixler, Kuhlman, Shores, and others of a prior era, he also cites more recent writers: Knapp, Jordan, Oboler, Axford, and others.

Not all the answers to problems in academic librarianship are covered here. Lyle's philosophy keeps him from strongly endorsing faculty status for librarians or participatory management by staff in academic libraries. He also seems less than fully enthusiastic about the use of student library assistants, a practice which is surely accepted

by now as one of the more successful recruiting devices. Although the two chapters on selection and acquisition of materials are fuller and more specific than other sections, and constitute over 20 percent of the book, no emphasis is made of the desirability of having a written materials selection policy with respect to materials which may cause controversy. This is considered essential by many administrative librarians of all types of libraries.

Lyle's relative isolation may account for his lack of significant coverage of some of the issues which have occupied the attention of academic librarians since edition three in 1961. For example, since 1961 there has been an explosion in the growth and influence of community colleges to the point that in 1974 it was reported that one-half of those who enter college in the U.S. take this route initially. There have been great changes in methods of instruction and in information delivery systems such as self-instruction packages; CLEP; CAI; dial access; the use of videotape, television, films fed into classrooms from a central master control point which may be based in and a responsibility of the library; and the use of computers in libraries. Lyle does not consider other recent developments, such as the mass of available instructional media materials; the problems of copyright and duplication; materials added to the collection by local production; the trend toward unionization of staffs; and the realization and acceptance of expanded library responsibilities to the college community.

This book will be useful to any college library administrator or college faculty member concerned about his library but is essential reading for the library school student who hopes to be involved in college library administration.—*Ambrose Easterly, Harper College Library, Palatine, Illinois.*

Fox, Peter. *Reader Instruction Methods in Academic Libraries, 1973*. (Cambridge University Library Librarianship Series no. 1) Cambridge: The University Library, 1974. 70p. £ 1.00 (plus postage).

This slim monograph is the result of a survey undertaken by the author in the summer of 1973 as partial requirement for

an M.A. degree in librarianship at the University of Sheffield. The author bases his study on fifty-eight returned questionnaires sent to sixty-five British academic libraries. He also visited five academic libraries to supplement the information from the questionnaires. In the introduction the author explains the difference between library orientation and bibliographic instruction, and throughout his work this difference is pointed out.

The monograph itself is comprised of four parts and a lengthy bibliography. The first part provides an up-to-date overview of "reader instruction" in British academic libraries. It is pointed out that it is extremely difficult to measure the effect of "reader instruction" objectively. The need for library instruction has been repeatedly pointed out in various surveys of users. It is stated that British academic libraries still use the 1949 guidelines for "reader instruction" (they were produced by a working party of the University and Research Section of the Library Association) though it is felt that these guidelines should be updated. The author compares his survey with one undertaken in 1964-66 and demonstrates thus that there has been an increase in library instruction, especially in the area of audiovisual type of library instruction.

The second part is concerned with printed guides as used for "reader instruction." This is the largest section in the study because the author feels that the literature concentrates heavily on direct teaching methods and audiovisual aids to teach library use and that printed guides have been somewhat neglected. Tables which compare and summarize the survey demonstrate that most libraries use some type of printed guide from the general handbook to the most specific and technical subject guide. Discussion of these various guides provides useful information for any librarian involved in the production of such items. Included in this chapter is also a brief discussion on the use of effective signs in the library to develop independent library use.

The third section is concerned with various types of library instruction for the beginning undergraduate, the subject major and the graduate student. Included here is a discussion of audiovisual aids.