

servicing of these publications. The former aspect of the report renders it a valuable reference tool in its own right, but it is the latter part that is more significant and shall receive most attention.

The results in the second part are based on questionnaires returned from sampled libraries which requested information about library holdings of Canadian government publications, loan policies, access to shelves, hours of opening, staffing, use and users, and the adequacy of bibliographical tools. Questionnaires were also sent to provincial government printing and publishing offices inquiring about distribution methods, depository library systems, and the issuance of checklists. In addition, potential library users were also contacted to identify if these people obtain government information from libraries or other sources.

All this means a report with a lot of data and information, any segment of which has value to libraries or persons interested in publications. The amount and kinds of data furnished make a significant contribution in an area characterized by a paucity of studies. What emerges from *Access* is a clear picture of what Canadian libraries are doing to organize and service their governments' publications. Certain trends are discernible: large academic libraries tend towards separate collections, public libraries integrate their documents more than academic libraries, strong provincial documents collections are found wanting in smaller academic and public libraries.

Although averages and mean scores are registered for the various data categories, meaningful comparisons on staffing patterns, processing time, and use are actually lacking because the sample skews the figures. It is notable that the study indicates that libraries with computerized processing were not significantly more efficient in processing their publications than those with conventional intake procedures. The incongruities or lack of usefulness of some of the derived scores is attributable to the assumption in certain tables that libraries servicing similar-size clienteles have similar collections.

This is not to impeach the usefulness or value of *Access*. The comparative data are presented in a sharp graphic format, and

any administrator or librarian responsible for a documents collection can easily obtain a sense of where his or her operation stands in relation to others in spite of some shortcomings in the data. Needless to say, this support from the study is of immeasurable value, and a resourceful person can put the indicators to work.

As is the case in most reports, recommendations are made. They all have merit even though one could guess what was coming when reading the report. For instance, some serious problems with bibliographic control and distribution of official publications need a remedy. The recommendations came down more on the side of separate collections than integrated ones. Some disagreements could surface about the proposal that equates accessibility with open-stacks. As could be expected, the study recommends a need for standards for government publications collections.

The sad fact is that so little study and research have been made of government publications collections that there still is no agreement on how to count government publications. So there is a long way to go. In spite of shortcomings, *Access* is a fine example of a very good study of a neglected area and hopefully is a start in the right direction. Professor Jarvi states in the introduction that more is to come.—*Harry E. Welsh, Government Documents Center, University of Washington Libraries, Seattle.*

Conference on Library Orientation, 5th, Eastern Michigan University, 1975. *Faculty Involvement in Library Instruction: Their Views on Participation in and Support of Academic Library Use Instruction.* Edited by Hannelore B. Rader. Ann Arbor: Pierian Pr., 1976. 119p. \$8.50. LC 76-21914. ISBN 0-87650-070-X.

Both the title and subtitle of this slim volume are disappointingly misleading. Rather than sticking to its implication of faculty-library cooperative projects, "faculty involvement" is used as a catchall to justify presentations on almost anything to do with academic library instruction—ranging from the introductory remarks by Fred Blum, who talks about the need for faculty to receive such instruction (a theme left undeveloped by the other participants), to

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Jacquelyn Morris' description of one library's battle with its faculty to receive approval for its credit course in library use. Since only five of the fifteen speeches recorded in the volume were given by faculty members, it is hardly a record of "their views," either.

The faculty presentations are surprisingly lightweight—generally either bland, if pleasant, endorsements of library instruction or arguments for making it conform to the professor's somewhat obscure perspective. The latter papers contain such nuggets as "a librarian with little or no background in chemistry . . . would be understandably reluctant to help a student needing to use [Chemical Abstracts], much less be involved in any instruction," which at least serves as a useful reminder that the librarian's skills are not yet fully understood by our faculty colleagues.

What's left? If one ignores the lack of a well-defined theme, there are some good papers on varying topics. Susan Edwards presents the results of a study at the University of Colorado on how faculty perceive that their students learn to use libraries (for example, while 75 percent of the faculty only occasionally—or never—explained reference sources in their field, a majority thought the students somehow learned about such resources in other classes or in high school). The study might provide some interesting ammunition for librarians starting instruction programs.

Three papers by Susan Lossing, Anne Beaubien, and Mary George, the University of Michigan's dynamic trio of graduate-level library instruction specialists, describe their impressive program aimed at graduate students—and what it took to get it going. These papers, along with additional remarks by Connie Dunlap (then head of Michigan's Graduate Library), are the best in the volume.

These proceedings will be of interest mostly to those already involved in library instruction and, of course, should be in library school libraries. They can be skipped by most others, except that librarians having trouble getting administrative support for instruction programs may wish to slip a copy of Lossing's paper on the need for administrative commitment into their boss's

morning mail.—Allan J. Dyson, *Moffitt Undergraduate Library, University of California, Berkeley.*

Weatherford, John W. *Collective Bargaining and the Academic Librarian.* Metuchen, N.J.: Scarecrow, 1976. 147p. \$6.00. LC 76-45424. ISBN 0-8108-0983-4.

Experience gained from six years of active involvement in collective bargaining and from one year of investigative research into the key issues of negotiation has well prepared the author to compile a "primer of collective bargaining for the faculty in general, with special emphasis on academic librarianship." His focus is "the study of mature bargaining relationships involving librarians in four-year colleges and universities in the U.S." The result is a well-researched, objective, and intelligent examination of current issues facing academic librarians, unionized or not.

The first of the eight chapters covers the historical development of collective bargaining on American campuses, paying special attention to the impact of geographical scope and governmental legislation on bargaining, as well as providing an incisive analysis of the causes and process of negotiation and a brief sketch of the unions involved.

Five succeeding chapters deal with the major areas of bargaining: compensation, the bargaining unit, conditions of employment, governance, and contract administration. Each issue is lucidly identified, and various methods of resolving conflicts are outlined, using specific examples from college and university negotiations throughout the country. Especially helpful are the comprehensive notes identifying related literature, complemented by an appended selective bibliography.

The work concludes with a summary of the prospects for collective bargaining, including a thoughtful examination of its impact on libraries as well as librarians. His analysis of the effect of bargaining on book selection, library goals, minorities, and professionalism is especially significant in that few such appraisals have been written.

This is an informative, well-written work for librarians wanting basic information on the "what is" of collective bargaining. If