

other, buyers for department and bookstore chains) have on each other. He tries to determine how these "client relationships" have affected the publishing structures and how much influence they have on publication decisions.

The four large focal organizations selected for study are one library-oriented trade publisher, one mass market publisher, one public library system with forty-six branches, and, in the commercial area, both a bookstore and a department store chain. Research methods, clearly set forth by the author, include interviews, questionnaires, and analyses of new titles in production or released during the period of his study and the new titles selected for the library system and the mass market outlets in the same time period. A summary chapter, appendix, notes, and bibliography enhance the validity of his findings.

The results are provocative. In retrospect, one is impressed, especially, with how far the readers, the children for whom the books are intended, are removed from major consideration by both publishing structures. Also, as a nonlibrarian, with the objectivity that an outside discipline allows, Turow is able to comment dispassionately on the close relationships among children's librarians, particularly library coordinators, and children's editors. Within the library system, he is made aware of the tensions that arise when branch librarians reflect a closer relationship with their public than with publishers, even though the branch librarians agree with their coordinators that quality must be a prime consideration in book selection.

The ramifications of this study extend beyond the realm of children's books, and the hypotheses may be applicable to other areas of librarianship. With a better understanding of organizational relationships, we may be able to exert changes where they are needed. Written clearly with a minimum of jargon and based on meaningful research, *Getting Books to Children* is recommended not only to all active in children's librarianship but also to other librarians, especially those concerned with book selection. Evaluations of quality and measures of popularity, concerns with what stretches our minds and what sells itself, are not limited

to one segment of the publishing or communications industries.—*Mary E. Thatcher, University of Connecticut, Storrs.*

Lockwood, Deborah L., comp. *Library Instruction: A Bibliography*. Westport, Conn.: Greenwood Press, 1979. 166p. \$16.50. LC 78-20011. ISBN 0-313-20720-8.

Deborah Lockwood in her book, a bibliography on library instruction of that title, sets forth criteria for her selection of titles from the sometimes overwhelming number of works on the subject. She chooses to pick works that are in English and are readily obtainable, thus eliminating the many workbooks, handbooks, manuals, and guides for term papers; she also selects few items published before 1970. She divides her work into three broad categories: general philosophy and state of the art, types of libraries, and methods of instruction.

Each major section of the bibliography has subdivisions by subject and is arranged in chronological order. The individually numbered entries are annotated, albeit unevenly, and a few not at all. Several annotations are either so brief or ambiguous as to be meaningless, such as "addresses the question of whether or not to evaluate" for one entry. There is a name (author) index that refers the reader to individual entries, but no subject index.

Deborah Lockwood is currently a reference librarian at George Washington University and was an instruction librarian at Indiana University. She provides, in her preface, a brief note on the field of library instruction, emphasizing that little library instruction literature has been published outside of the library field. She further encourages instruction librarians "to begin reaching beyond the library field and to start thinking in broader terms than individual programs and develop a philosophy and a concept that will be acceptable to our clientele and colleagues," which is sound advice indeed.

The compiler includes familiar library instruction authors: Patricia Knapp, Tom Kirk, John Lubans, Hannelore Rader, Louis Shores, Carla Stoffle, and Marvin Wiggins and also gives the reader some less familiar studies that appear in ERIC. The book is a

good introduction with over 900 entries; the price is rather dear and the annotations inconsistent in quality, but instruction librarians will want to see this one.—*Anne Roberts, State University of New York at Albany.*

Kiewitt, Eva L. *Evaluating Information Retrieval Systems: The PROBE Program.*

Foreword by Bernard M. Fry. Westport, Conn.: Greenwood Press, 1979. 168p. \$15.95. LC 78-55322. ISBN 0-313-20521-3.

Currently, the use of on-line searching to retrieve bibliographic data from machine-readable bases has become such a common phenomenon, and the use of batch retrieval appears to be almost anachronistic. Nevertheless, in the early seventies, batch retrieval was still novel, experimental, and daring. At that time, ERIC was particularly concerned with the dissemination and use of the ERICAPES, and a number of universities and commercial organizations prepared programs that were predominantly batch mode-oriented. Ronald Tschudi prepared PROBE, a batch process for Indiana University. Eva Kiewitt, then education librarian, evaluated the program at the request of ERIC.

The primary purpose of the study was to test the performance of PROBE and recommend improvement and/or change. The information collected was ultimately used in the author's dissertation, "PROBE: Computer Searches of the ERICAPES—An Evaluation of a Pilot Study" (1973). The present study is neither as tight nor as well organized as that dissertation and to some extent suffers by comparison. However, the intent and functions of this book are different from the dissertation, and although the author has drawn heavily on that thesis, it has been manipulated and massaged for publication.

The book has merit. It is a good state of the art on the literature evaluating the performance of information retrieval systems, and is particularly useful for library school students. Not only does Eva Kiewitt review the classic literature in this area, but through her discussion of the pitfalls and mistakes that she experienced in her study of PROBE future evaluators can profit from

her errors. The reader is provided with a number of caveats and guidelines. It is unfortunate, however, that she has not significantly updated her original bibliography. Fewer than 10 percent of the references bear post-1973 imprints.

The book does have other limitations and omissions and is at times frustrating, especially when the author reaches conclusions that do not appear to be supported by the data. Among these limitations is the failure to include evaluations and studies comparing on-line and batch-oriented search services. Inasmuch as one of the stated purposes of the book was to determine, not only if changes should be made in PROBE, but also to determine whether "it should be used in addition to or in place of the use of online capabilities," it is disappointing that the author does not come to grips with this stated purpose.

A more extensive investigation of this problem would have been appropriate inasmuch as DIALOG, an on-line retrieval service, is already available to students and faculty on the Indiana campus. Only one comparative study is reported, and a very brief summary of the methodology and the results is presented. The study undertaken in 1977 replicating the 1973 study simply substantiated the 1973 findings, and on this basis the author recommended that PROBE or a "similar program" remain an integral part of the overall reference services.

Then the author again recommends that the advantages of batch mode retrieval be compared to on-line access in order to determine whether PROBE is still a viable form for searching ERIC tapes. One suspects that although the 1977 study confirmed user satisfaction, adequate turnaround time, and the lower cost of the PROBE search versus the DIALOG search, the author still suspected its feasibility. She is careful to point out that cost analysis of PROBE is based on the pricing structure at the university and that additional costs are built into a retrospective search. Other limitations of PROBE are noted, and one questions its lower cost benefits.

There are a number of unanswered questions that remain after completing the book. Why, for instance, has Kiewitt failed to compare the original and the current goals