vide students in library schools and practitioners in the field with a practical introduction to the mechanics of bibliographic searching, card modification and input to OCLC." The manual has been designed for independent use but could also be used as a text for group instruction. An introductory section includes a list of documents to be used in conjunction with the manual and a very brief description of the OCLC system. The major portion of the text is devoted to eleven exercises designed to develop the skills necessary to search the system and to manipulate and input records.

The exercises on card modification and input are quite well done. The instructions for operating the terminal and editing the record are clearly stated, and the practice examples provide a step-by-step introduction to the elements of a machine-readable bibliographic record. The searching exercise is also well presented and covers most of the approaches to accessing the data base; however, I believe that it is not comprehensive enough. When technical material is simplified or condensed, there is always the danger that necessary information will be omitted. For example, there is no mention of characters to be included, excluded, or substituted; no special rules are given for searching the United States, United Nations, and Great Britain; nor is the use of the circumflex in constructing a search key mentioned. Use of the ISSN for searching should have appeared in this section rather than in a later exercise, and the list of stoplist terms should have been included.

These omissions may have resulted from the fact that the author tried to cover too many topics in a relatively short work, rather than concentrating on the three areas indicated in the title. Exercise 6, for example, which deals with the verification of information on member input records, requires the reader to use classification schedules and Library of Congress Subject Headings and to modify the record according to ISBD-M. Such activities surely lie outside the scope of an introductory manual on use of the OCLC system.

The book would have been strengthened by the addition of a comprehensive glossary. Some exercises do begin with a list of terms, but they are often incomplete. Other exercises incorporate the terms in the text, making it difficult to refer back to them. Definitions for some terms are entirely lacking and must be inferred from the examples or found in OCLC documents.

Despite its flaws, the author has produced a useful little manual. She has clarified and illustrated the techniques for using OCLC and succeeded in her stated objective of introducing the beginner to the system. Students and library personnel both should find it helpful.—Mary C. Hall, State University of New York, College at Buffalo.

## **ABSTRACTS**

The following abstracts are based on those prepared by the ERIC Clearinghouse on Information Resources, School of Education, Syracuse University.

Documents with an ED number here may be ordered in either microfiche (MF) or paper copy (PC) from the ERIC Document Reproduction Service, P.O. Box 190, Arlington, VA 22210. Orders should include ED number, specify format desired, and include payment for document and postage.

Further information on ordering documents and on current postage charges may be obtained from a recent issue of Resources in Education.

Computer Output Microform (COM) Catalog Requirements for the Virginia Commonwealth University Libraries. By Robert L. White. Virginia Commonwealth Univ., Richmond. 1979. 78p. ED 175 472. MF—\$0.83; PC—\$6.32.

Generated as the result of the deliberations of the COM Catalog Advisory Work Group, which depended heavily on a review of the available literature, individual analysis, and group discussion, this report is intended as a general planning document for Virginia Commonwealth University libraries concerning their possible implementation of a COM (computer output microform) catalog. Attention is given to the advantages and disadvantages of a COM catalog, building a library date base, strategies for conversion, closing the card catalog, COM catalog format and frequency of update, film type and format, and problem areas. Special importance is placed on listing the following types of requirements for a COM catalog: general, bibliographic records, film format, and microform readers. In addition, recommendations for dealing with potential problem areas are presented, as well as a general implementation schedule.

Education Reference Department Book Collection Policy. By Charles T. Taylor. California State Univ., Long Beach. 1979. 38p. ED 175 476. MF—\$0.83; PC—\$3.32.

This handbook is intended to provide guidance to librarians in the collection development of book, nonbook, and media materials for education through analysis of collection policies for specialized, nonprint material, text, juvenile literature, and reference collections. Policies for each area are analyzed with regard to purpose, clientele to be served, budget, scope of subjects and types of materials to be collected, and the level of desired development. Within the basic guidelines provided, analysis is made of the collections of the Education Reference Department, School of Education, California State University, Long Beach, for which the general collection development policy and budget are outlined.

Bibliographic Instruction Objectives. By Mary M. Huston. Univ. of Illinois, Urbana. 1978. 15p. ED 176 715. MF—\$0.83; PC—\$1.82.

The objectives presented define the basic information required of a student operating in the library system of the University of Illinois at Urbana-Champaign. These statements of objectives are intended to provide a tangible framework for all public service personnel in the Undergraduate Library, and their various components can be coordinated to achieve three designated goals based on the premises that the average college student is unaware of most available bibliographic sources, that the library is a highly complex information system, and that the library staff should address itself to the coordination of library and classroom instruction. The first goal is to foster the student's comprehension of the total library system, and it involves library instruction in library organization, the card catalog, the shelflist, the serial record, and the Library Control System. The second goal entails making the student aware of services offered by the Undergraduate Library, such as reserves, media centers, reference, bibliographic instruction, and circulation. The third goal, that of alerting the student to the wide variety of available informational resources, is concerned with his or her exposure to reference books, monographic literature, periodical literature, government publications, newspapers, reference services, and referrals.

The First Soviet-American Library Seminar: A Summary. By Murray L. Howder. 1979. 7p. ED 176 717. MF—\$0.83; PC—\$1.82.

The first Soviet-American library seminar provided general comparisons and contrasts, similarities and dissimilarities, between Soviet and American libraries, and stressed the differences in understanding library terms, the need for longrange planning, demographic changes and their effect on library services, and library automation. An introductory session outlined procedures to be observed and presented representatives of the host organizations. Opening presentations described the library as a "multimedia catalog of many civilizations" and noted the collaboration between the USSR and the United States in the library field. During formal afternoon sessions, presentations from the Soviet representatives discussed development and planning in Soviet library systems, library statistics, the role of the national library, the role of libraries in the satisfaction of the information needs of specialists, the network of children's libraries, and training of librarians. For related documents see ED 176 718-ED 176 723.

New York State Library Data Base Users Manual. New York State Education Dept., Albany. 1979. 31p. ED 176 729. MF—\$0.83; PC—\$3.32

This manual is intended to provide users with a description of the information required by the New York State Library to adequately process a data base search. Sections cover computer searching, what it is and what its advantages are; topic suitability; turnaround time for receipt of a data base search; cost of searching, receipt of citations; and Boolean logic.

Organizing and Managing a Library Instruction Program. Checklists. By Anne Roberts. Assn. of College and Research Libraries, Chicago, Ill. 1979. 35p. ED 176 731. MF—\$0.83; PC—\$3.32.

Intended to help academic librarians with practical information useful in the development of their own programs, these twelve checklists cover appropriate segments of the academic library instruction program; (1) elements of a model library instruction program; (2) assessing student needs; (3) assessing classroom instructor interest in bibliographic instruction through an interview; (4) assessing the dean's interest in bibliographic instruction through an interview; (5) administering a program; (6) developing objectives; (7) instructional modes; (8) developing instructional materials; (9) program to teach librarians how to teach; (10) evaluation of a program; (11) gaining and maintaining collegial support within the library;

and (12) gaining and maintaining institutional support.

A Plan for Library Support of Off-Campus Continuing Education Courses. By Gerard B. McCabe and Connor D. Tjarks. Virginia State Council of Higher Education, Richmond. 1979. 64p. ED 176 733. MF—\$0.83; PC—\$4.82.

Based on cooperation of public and academic libraries, the basic plan for library support of off-campus continuing education credit courses presented in this report provides for outright donation or long-term deposits of library materials by libraries of teaching institutions to host libraries, usually public libraries located in areas where courses are being taught; it is intended for the libraries in the Richmond area. Included are narratives of site visits that were made to libraries in North Carolina, Virginia, Louisiana, Mississippi, Alabama, New York, Pennsylvania, and Iowa, as well as a summary of telephone conversations with librarians with continuing education responsibility in Maryland and Pennsylvania.

Subject Index to Collections in the Microforms Section. Comp. by Jack E. Pontius. Univ. Libraries, Pennsylvania State Univ., University Park. 1979. 129p. ED 176 747. MF—\$0.83; PC—\$9.32.

This document is a subject index to the microform (microfilm, microfiche, superfiche, COM, micro-opaques) collections of the Pattee Library of Pennsylvania State University. Collections are listed under both general and specific subject headings and are identified by main entry, title, and microform call number.

Computerized Literature Searching: An Orientation for the Search Requestor. By Emily Fabiano. Graduate School of Education, Rutgers, The State Univ., New Brunswick, N.J. 1979. 39p. ED 176 777. MF—\$0.83; PC—\$3.32.

Developed to orient the information seeker to the computerized literature search process, this guide provides background information to help the user facilitate the search interview and the formation of a search topic, enabling him or her to focus on personal search needs and not on the fundamentals of on-line searching. Major purposes for which researchers have made requests to retrieve on-line information are described, as are types of search objectives and instances in which a manual search may be effective. To aid the searcher in choosing the proper data base, the differences between kinds of data bases, their locations, and methods of determining their appropriateness are outlined. It is suggested that

the searcher define the research problem by recognizing concepts and using a thesaurus. This guide also explains the principles of Boolean logic, presents a sample search, and considers such details as deciding the format of the output or citations requested from the system, estimating the cost of the search, and judging whether the turnaround time from search to receipt of information is affordable.

Development of a Responsive Library Acquisitons Formula. Final Report. By Glyn T. Evans and others. Central Administration, State Univ. of New York, Albany. 1978. 107p. ED 176 779. MF—\$0.83; PC—\$7.82.

The major accomplishments in the development of a management system for academic library collection development were (1) the development of translation tables that express HEGIS (Higher Education General Information Survey) taxonomy terms as sets of LC (Library of Congress) class numbers; (2) the use of these tables to compare library acquisition, institutional administrative data, and book publishing data and to treat them as components of a library management system; (3) the development of computer programs to build and maintain the tables, isolate and analyze the data, and prepare a series of reports that together comprise the library management information system; and (4) the establishment of a process by which libraries and institutions can analyze their data. The attempt to develop quantitative components that would be included in a proposed acquisition formula failed, although the structure of the formula appears to be validated.

Helping Students Make the Transition from High School to Academic Library: A Report on a Study of Selected Library Instruction Programs in Massachusetts. By Joyce Merriam. 1979. 20p. ED 176 783. MF—\$0.83; PC—\$1.82.

Findings, observations, and recommendations resulting from a study of existing library instruction programs in secondary schools throughout Massachusetts are presented. Thirty-one school systems identified as feeder schools for the University of Massachusetts at Amherst and eight smaller schools were visited to collect information that would assist in finding ways to help students make the transition from high school to academic library. Data gathered from each school library included school enrollments, library resources, library instruction materials, descriptions of instructional programs, and a wide variety of related materials. The findings assess the nature and effectiveness of the typical high school and university library instruction program. General observations deal with problems affecting the success of skills programs, such as teacher apathy, fragmented instruction, lack of continuing instruction, and student confusion. Recommendations suggesting program changes are provided.

Better Information Management Policies Needed: A Study of Scientific and Technical Bibliographical Services. Comptroller General of the U.S., Washington, D.C. 1979. 74p. ED 179 191. MF— \$0.83; PC—\$4.82.

This report discusses the management of scientific and technical bibliographic data bases by the federal government, the existence of overlapping and duplicative bibliographic information services, the application of cost recovery principles to bibliographic information services, and the need to manage information as a resource. Ouestionnaires were sent to thirty-eight information centers in various federal departments and agencies. Data analyzed in this report are based on responses received from 415 of the 650 users of these information centers who were sent the questionnaire querving their information requirements, the level of satisfaction with center services, and value to them of the information acquired. It is recommended that the director of the Office of Management and Budget establish policies on cost recovery and require agencies to implement those policies, require agency heads to certify that funds requested to develop or operate bibliographic data bases will not be used to duplicate services available elsewhere, direct each agency to designate a senior official responsible for information management, and establish an interagency coordinating committee for information management.

COLUG: Chicago Online Users Introductory Guide. Edited by Alexandra L. Moore and Sharon R. Pyrce, Chicago Online Users Group, Chicago, Ill. 1978. 48p. ED 179 204. MF—\$0.83; PC— \$3.32.

Intended to serve as an introduction to on-line searching in the Chicago area, the guide answers these questions for those considering going on-line for the first time: what is on-line searching starting out on-line, local training for on-line searching, how to choose a terminal, 1,200 baud equipment selection, how to prepare for and evaluate a search, patent searching, and how to choose data base guides and thesauri. Included are a guide to the literature; the results of a survey of Chicago on-line users, detailing their experiences and recommendations on training, equipment, and search aids; and a directory of experienced searchers to contact locally for help.

## OTHER PUBLICATIONS OF INTEREST TO ACADEMIC LIBRARIANS

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"Bio-bibliographical essays on 99 American writers, journalists, editors, and publishers."

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Successor to BioResearch Index, continuing its volume numbering. RRM = Reports, Reviews, Meetings. "The Content Summary format" of the new publication "provides increased information carrying capacity over the citation

form of its predecessor, BioResearch Index (BioI). As a result of the new format, the publication will increase in size by nearly 50%, giving users over 12,000 pages of information in 1980."

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"... IJOH will publish articles which are of more than local interest, which are comparative in approach, make use of cross-disciplinary or interdisciplinary approaches, and concentrate upon methodological and theoretical discussions, which for one reason or another cannot find a local audience."—Ronald J. Grele, Editor.

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