

1977-78 and schools have undoubtedly made changes since then. Also, the study seems to be based on some assumptions that may not be valid: that all interns are working in libraries (many are in other types of information agencies); that interns generally follow a pattern of varied experiences such as rotation among departments (a fair number now intern only in government documents, special collections, or some other specialized area), and finally that information gleaned from questionnaires and bulletins reflects an accurate picture (bulletins are often out-of-date as soon as they are published because of the vagaries of the printing process in many institutions, and questionnaires are sometimes answered by harried library school administrators who answer the questions the way they believe things to be without checking with the people involved). For these reasons and because of the many variables inherent in any internship program, a series of case studies such as the one presented on the Queens College program might be more helpful than an overview of all the programs.

Nonetheless, the present study is worth reading, especially for those newly involved in internship programs.—*Lucille Whalen, State University of New York at Albany.*

Essays from the New England Academic Librarians' Writing Seminar. Edited by Norman D. Stevens. Metuchen, N.J.: Scarecrow, 1980. 230p. \$12.50. LC 80-21502. ISBN 0-8108-1365-3.

Why don't librarians write well? How can they improve their writing skills? These questions intrigued University of Connecticut librarian Norman D. Stevens. Stevens, himself a writer with numerous publications to his credit, reasoned that a setting promoting professional growth and interchange would prove ideal for a writing seminar. He had known such an environment while serving on the executive committee of the New England library cooperative (NELINET), and he felt that in a similar setting a small group of librarians could work together to improve their writing.

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sources made Stevens' idea a reality, and he gathered a group of ten other librarians who met twenty-three times over a two-and-a-half-year period, 1977 to 1979. This volume includes eleven short essays and eight longer articles written by the participants of the seminar.

The first section presents the eleven short essays (average length 1,500 words) prepared for and subsequently published in the "On Our Minds" section of the *Journal of Academic Librarianship*. The essays sound the academic librarian's traditional litany—ranging from the poor methods used in selecting a library director to the need for academic librarians to "become active and visible members of the community in which they work" (p.52). One refreshing piece is Elisabeth S. Burns' article on how a nondepository library can still build an adequate and useful collection of government documents.

The second section includes eight longer articles (4,000 to 10,000 words) on a variety of subjects: management information systems in academic libraries, the bibliographic instruction course given for academic credit, computerized legal search services, information resources (other than the library) in an academic institution, development of an automated acquisitions system, participation of corporate libraries in cooperative programs, peer evaluation for academic librarians, and sharing of staff among libraries. Although the articles are of uneven quality, one hopes indexing and abstracting services will include these individuals' articles so that they are not lost in this composite volume.

The volume ends with a bibliography of writings from the seminar (principally those in this volume), brief biographies of the participants, and, finally, the proposal to the Council on Library Resources and the six progress reports. Although the reports may seem just so much padding, they add a critical note of self-evaluation to the project.

If, as Stevens hopes, this seminar can serve as a model for future endeavors, he could have strengthened the present volume with more details on the actual workings of the seminar: What bibliographies on writing did the participants receive? What were the major weaknesses in writing encountered? What were the strengths? How did seminar mem-

bers change and improve the writing of one another? What techniques did they employ in their discussions?

If the seminar were to fulfill its mission, one might also suggest that there should have been no guaranteed publication of the resulting essays and articles either in a journal or in this volume. Rather the authors should have submitted their contributions to a variety of journals and permitted them to benefit from regular editorial procedures.—Richard D. Johnson, *State University of New York, College at Oneonta*.

O'Reilly, Robert C. and O'Reilly, Marjorie I. *Librarians and Labor Relations: Employment Under Union Contracts*. Contributions in Librarianship and Information Science, no.35 Westport Conn.: Greenwood, 1981. \$25. LC 80-1049. ISBN 0-313-22485-4.

Predilections should be disposed of post-haste. The reviewer served for several years in the 1970s as an officer of the New York Public Library with responsibilities for labor relations. In the jargon of labor relations, he could be described as management. Looking forward to reading and reviewing a scholarly survey of labor relations in American libraries, or in the words of the authors "a combination of economics, politics, history, and the current scene of labor relations for librarians" (p.xi), he also wished to round out his practical experience with some theory and acquire the benefit of someone's reflection and study. Perhaps this was too much to expect.

Upon reading the preface, the note he had written in the margin was "One of the worst prefaces I ever remember reading." After chapter 1: "One of the worst first chapters I ever tried to read." In the first twenty-three pages, this reviewer had an urge to write "What does this mean?" next to numerous paragraphs. Reading on, chapter 2 was the point where three letter words (e.g., "bad") were written in the margin. By page forty-one and the completion of two chapters entitled "A Survey of Labor Unions and Librarians" and "Library Services, Revenue, and Politics," there was a brief moment when the reviewer thought that the main problem was the authors' inability to present the big picture, the overview. After all, that's asking a