

Bookmaking, but British colleagues especially might well opt for either Jennett or Williamson. Libraries, needless to say, will purchase all four whenever the budget will allow, but Mr. Wilson's book is first among equals.—William R. Eshelman, *Wilson Library Bulletin*.

University Libraries for Developing Countries. By M. A. Gelfand. Paris: Unesco, 1968. 162p. \$3.

The primary purpose of this simply written handbook is to acquaint college and university presidents, deans, rectors, and other academic officials in the developing countries with the full meaning and value of their institutions' libraries. Such a book has been much needed, because, second perhaps only to poor faculty attitude, lack of strong administrative support and understanding has probably been the major impediment in the way of improving library service in such institutions—often a more effective barrier even than the absence of adequate funds.

In his admirable effort to educate these laymen who are so important to academic libraries, Dr. Gelfand addresses himself lucidly and cogently to all of the major and many of the minor problems that have so long and so miserably plagued libraries in the developing countries. He points to the critical need for adequate status for librarians; he demonstrates the great benefits that can derive from centralized library administration; he presents the rationale for open stacks; he deplores the pernicious results of too great librarian accountability; he explains the need for intra- as well as inter-institutional library cooperation. These and many other similar little essays make the book almost an extended position paper on modern academic library management theory and practice—a kind of professional *apologia pro vita sua*.

Dr. Gelfand draws widely for illustrative examples, first upon his own extensive experience working with libraries in the "have-not" countries, second upon the literature and work of librarianship in the developing countries, third upon the experiences of the libraries of Europe, and finally and unobtrusively upon American

librarianship. Appropriately for a Unesco Manual, the resulting amalgam reads like the professional travelogue of a bibliothecal cosmopolite, as the floor plans of the library of Ahmadu Bello University follow discussion of the cooperative acquisitions program of the *Deutsche Forschungsgemeinschaft*; as an explanation of the Library Board of Ghana and a description of the Regional Seminar on the Development of University Libraries in Latin America precede an account of fungicides developed by the Lenin State Library and a picture of a reading room in Douglass College library at Rutgers University. Perhaps in no other treatise has the world confraternity of academic librarianship been more dramatically displayed.

Although college and university administrators are the *primary* audience to whom Dr. Gelfand is speaking, there is much in the book that is of value to librarians as well. This is a good small textbook for courses in university library administration, discussing as it does both simply and well such diverse but important topics as university libraries in national development; the role of the university library; government and control of the university library; its organization and administration; staff and collection development; organizing the collections; reader's services; auxiliary and supplementary services; cooperative activities; library buildings and equipment; financial administration; and evaluating library services.

Morris A. Gelfand's *University Libraries for Developing Countries* is an important addition to the growing series of "Unesco Manuals for Librarians."—D.K.

Canadian Provincial Libraries. By John Robert Beard. (Centennial Series: CLA-ACB Occasional Paper No. 54.) Ottawa: Canadian Library Association/l'Association Canadienne des Bibliothèques, 1967. XIX, 303p.

This doctoral dissertation, prepared for the school of library service at Columbia University with financial assistance from the Canada Council, is a valuable addition to the collection of surveys of Canadian libraries that have been published during

recent years. The facts were gathered during 1961 and the delay in publication is to be regretted, but fortunately it can be anticipated that the picture will be brought up to date by the comprehensive study of Canadian libraries soon to be made by Lowell Martin.

The provincial libraries, as defined by Dr. Beard, comprise the legislative library and the library extension agency of each of the ten provinces. The first third of his book is devoted to an account of their historical development; the remainder is a description and comparison of them as they were in 1961, with chapters on organization, personnel, resources, administrative services and functions, reader services, and the "present versus potential role of provincial libraries." Published information on the libraries was supplemented by an extensive questionnaire and by personal interviews. In addition, sixteen leading Canadian librarians representing institutions other than provincial libraries replied to a questionnaire that dealt with the place that provincial libraries ought to have in province-wide systems of library service.

The ten provinces are perhaps even more diverse than the fifty states, and their legislative libraries and extension services vary widely. It is clear that Canadian librarians are not prepared to advocate any single pattern of organizational and governmental framework for provincial libraries, but agreement is more general when functions, services, and resources are considered, and Dr. Beard's recommendations appear to be thoroughly sound. He advocates legislation to provide a sound legal base for those provincial libraries that do not now have one; emphasis on better use of personnel and in-service training; formulation of acquisition policies; agreements with other libraries for sharing of responsibility in building resources; closer cooperation with graduate library schools; a campaign for federal aid to libraries; definition of the population for whom direct reader services are to be provided; improved statistical records; and establishment of minimum standards. He observes also that further research is needed on the library extension services, which in some provinces are provided by agencies

other than the regular library extension agency, and that further investigation is desirable of salaries, working conditions, personnel policies, and other factors affecting staff morale.

There are frequent references to the ALA *Standards for Library Functions at the State Level*, but individual provincial libraries have not been compared with state libraries. It would have been interesting to explore the likenesses and contrasts at least to some extent, but Dr. Beard has succeeded very well in doing the job that he set out to do: he was provided an excellent foundation for further study and planning. —Edwin E. Williams, *Harvard University*.

Information Work Today; Papers Presented at a Symposium for Information Workers Held at Liverpool School of Librarianship in September, 1966. Ed. by Bernard Houghton. Hamden, Conn.: Archon Books & Clive Bingley, 1967. 119p. \$4.50.

A need exists for short courses designed specifically for industrial information workers who are new to the field. The short course appears to be a more practical training alternative than either in-service training or graduate study since it is both difficult to devise a thorough in-service training program and expensive for an organization to give employees leaves of absence for long periods of time.

Information Work Today is a compilation of ten lectures presented as a short course sponsored by the Liverpool school of librarianship. The course is for professional workers and, as such, is considerably more detailed and concentrated than a comparable course for clerical workers would be.

The lectures present a broad survey of industrial information service. The first two lectures, by D. Mason and D. Ball, are applicable to any special library. The administrative and physical organization, the services which can be offered, the necessity of knowing the research interests of the users and of having personal contact with the users are described by them in non-technical language.

The real value of this course is that it