Budgeting System (PPBS): Implications for Library Management. (Library Management Series, no. 1) Published for the Eastern Michigan University Library by Pierian Press, 1973. 112p.

This short volume is a compilation of papers presented at the Institute on Library Management held on the campus at Eastern Michigan University, April 1972. It includes as well the introduction to the institute by A. P. Marshall and a lengthy bibliography prepared by Margaret Eide of the EMU staff.

Collections of conference papers often suffer from a lack of unity; *PPBS* partly overcomes this difficulty at least through three of the basic papers—"Program Budgeting—Why?" (Richard Hall); "Planning, Programing, Budgeting Systems in Higher Education" (Donald C. Delong); and "The Effective Use of PPBS to Improve Library Management" (Harold R. Jenkins). The fourth paper, "The State of Michigan Program Budget Evaluation System as Applied to Higher Education" (Philip Jager), is a good general interest summary that may have served the institute well but adds very little to a monograph on PPBS and its implications for libraries. Overall coherence would have benefited had the editor in his introduction developed the topic more and described the place of each paper within the book.

In the opening presentation Mr. Hall very simply traces the historical development of budgeting processes from "how much?" through "what for?" to "why?" highlighting problems and limitations and emphasizing the evaluation as a key thrust of program budgeting. He prepares a usable framework for Mr. Delong's discussion of the implications of and need for PPBS in higher education, including its benefits, problems of information gathering, and the issues raised. Nevertheless, some of the critical questions are not really answered, such as whether or not PPBS "can be successful in service organizations like colleges and universities." His suggestion that a better job of measurement can be done is undoubtedly true but hardly helpful. Mr. Jenkins in discussing "The Effective Use of PPBS to Improve Library Management" makes a good case for employing program budgeting in libraries, explains the decision making process, offers advice in setting up a PPBS model, and then provides an example. His suggestion for accommodating administrative costs is simple even if debatable, namely to treat administration as a separate program. For those facing the difficulties of data collecting, he stresses the importance of sampling as input, which is inevitable in measuring service. Not only is this article useful but it is inspirational and offers guidance for additional help in approaching PPBS.

"PPBS; A Bibliographic Survey" is more than an appendix since it comprises 42 of the book's 112 pages. It was designed to be broad and selective and it is, with an easily used section on library applications. Nevertheless, the breadth of coverage is misplaced in this volume as most of the references are far removed from the interest of librarians. An evaluative bibliography or at least one with a more limited scope would better serve the reader.

Except for the bibliography, *PPBS* is a historical record of an institute, and a reading of the presentations suggests that the institute was a good one. However, unlike the collected papers of professional conferences, which hopefully deserve publication, basic lectures designed as an introductory survey to a topic need to be very exceptional before they are published as a book. The substance of *PPBS* could have produced one or more journal articles or even laid the foundation for a primer on program budgeting, but in its present form this volume marks a poor beginning for the Library Management Series.—*Timothy A. Brown, Iowa State University Library, Ames.*

Wilkinson, Billy R. *Reference Services for Undergraduate Students: Four Case Studies.* Metuchen, N.J.: Scarecrow Press, 1972. 421p.

As the subtitle indicates, Dr. Wilkinson investigates the general subject of reference services to undergraduates by means of four detailed case studies. He describes and compares reference services on two campuses which have undergraduate libraries, the University of Michigan and Cornell

University, and two liberal arts college libraries, Swarthmore and Earlham.

This is Dr. Wilkinson's doctoral dissertation for the School of Library Service at Columbia University. It is a carefully constructed, thoroughly comprehensive and workmanlike piece of scholarly investigation. In a masterful introductory essay, Dr. Wilkinson describes the undertaking, defines terminology, explains the choice of institutions for study, details the methods of collecting data, defines types of reference questions, sets forth certain hypotheses, and forewarns us of the limitations of his study. The next chapter offers a revealing history of the development of separate undergraduate libraries and the theory of improved service underlying the phenomenon.

Each case study is offered separately. First he covers the development of the philosophy of library service at the institution, and, less importantly, its historical statistics. As might be expected, this characterization of each library contains the key to the nature of reference service rendered there. Service was monitored for two weeks at each institution, one at mid-semester and one near finals during the fall of 1969. At Michigan and Cornell, activity at the reference desks of both the undergraduate and the main university libraries was monitored simultaneously. In this, and all other aspects of the investigation, Dr. Wilkinson was fortunate in having the assistance of his wife, Ann Matthews Wilkinson, who is also a librarian. The monitors recorded each question asked by an undergraduate and categorized it according to the types defined in Dr. Wilkinson's introduction. The response of the librarian, whether offering assistance, information, or direction, was noted. Attempts were made to observe the frequency with which the librarian approached the student to offer help, and how much effort was made to fully understand the question. Detailed statistical tables accompany each case study, and every effort is made to suggest the factors influencing reference services at the institution.

In his chapter on comparisons and conclusions, Dr. Wilkinson states that on the basis of only these four case studies, no generalizations concerning reference services for undergraduates can be made. However, he does test his hypotheses and report major findings with respect to undergraduate services at these four institutions. For instance, his studies at Cornell and Michigan do support his contention that separate undergraduate libraries have overestimated the use which will be made of professional reference services by undergraduates. Furthermore, he finds that the use of reference services in undergraduate libraries decreases after the first years of operation. His very important hypothesis concerning faculty-librarian cooperation and consultation was also borne out in these four case studies. The librarians at the liberal arts colleges reported far greater faculty contact.

Reference librarians and library administrators will be interested in these studies and in the hypotheses tested. Most of all, they will want to measure their own reference services by some of the methods and standards which Dr. Wilkinson suggests.—*Elsie Reynolds, Reference Librarian, Hofstra University, Hempstead, New York.*

Lee, Sul H. *A Challenge for Academic Libraries; How to Motivate Students to Use the Library.* (Library Orientation Series, no. 2) Ann Arbor, Michigan: Published by the Pierian Press for the Eastern Michigan University Library, 1973. 98p.

It is becoming increasingly clear to academic librarians that without specific training students cannot effectively exploit informational resources in libraries. As a result, a number of academic libraries have been experimenting with a variety of orientation and instructional programs geared toward integrating the library into the undergraduates' community of learning and toward helping students develop as capable self-learners.

It is predictable that when a new trend occurs in librarianship, a conference soon follows. This second volume in the Library Orientation Series edited by Sul H. Lee contains four papers presented during the Second Annual Conference on Library Orientation for Academic Libraries held at Eastern Michigan University in May 1972. The papers published in this volume re-