

by now as one of the more successful recruiting devices. Although the two chapters on selection and acquisition of materials are fuller and more specific than other sections, and constitute over 20 percent of the book, no emphasis is made of the desirability of having a written materials selection policy with respect to materials which may cause controversy. This is considered essential by many administrative librarians of all types of libraries.

Lyle's relative isolation may account for his lack of significant coverage of some of the issues which have occupied the attention of academic librarians since edition three in 1961. For example, since 1961 there has been an explosion in the growth and influence of community colleges to the point that in 1974 it was reported that one-half of those who enter college in the U.S. take this route initially. There have been great changes in methods of instruction and in information delivery systems such as self-instruction packages; CLEP; CAI; dial access; the use of videotape, television, films fed into classrooms from a central master control point which may be based in and a responsibility of the library; and the use of computers in libraries. Lyle does not consider other recent developments, such as the mass of available instructional media materials; the problems of copyright and duplication; materials added to the collection by local production; the trend toward unionization of staffs; and the realization and acceptance of expanded library responsibilities to the college community.

This book will be useful to any college library administrator or college faculty member concerned about his library but is essential reading for the library school student who hopes to be involved in college library administration.—*Ambrose Easterly, Harper College Library, Palatine, Illinois.*

Fox, Peter. *Reader Instruction Methods in Academic Libraries, 1973*. (Cambridge University Library Librarianship Series no. 1) Cambridge: The University Library, 1974. 70p. £ 1.00 (plus postage).

This slim monograph is the result of a survey undertaken by the author in the summer of 1973 as partial requirement for

an M.A. degree in librarianship at the University of Sheffield. The author bases his study on fifty-eight returned questionnaires sent to sixty-five British academic libraries. He also visited five academic libraries to supplement the information from the questionnaires. In the introduction the author explains the difference between library orientation and bibliographic instruction, and throughout his work this difference is pointed out.

The monograph itself is comprised of four parts and a lengthy bibliography. The first part provides an up-to-date overview of "reader instruction" in British academic libraries. It is pointed out that it is extremely difficult to measure the effect of "reader instruction" objectively. The need for library instruction has been repeatedly pointed out in various surveys of users. It is stated that British academic libraries still use the 1949 guidelines for "reader instruction" (they were produced by a working party of the University and Research Section of the Library Association) though it is felt that these guidelines should be updated. The author compares his survey with one undertaken in 1964-66 and demonstrates thus that there has been an increase in library instruction, especially in the area of audiovisual type of library instruction.

The second part is concerned with printed guides as used for "reader instruction." This is the largest section in the study because the author feels that the literature concentrates heavily on direct teaching methods and audiovisual aids to teach library use and that printed guides have been somewhat neglected. Tables which compare and summarize the survey demonstrate that most libraries use some type of printed guide from the general handbook to the most specific and technical subject guide. Discussion of these various guides provides useful information for any librarian involved in the production of such items. Included in this chapter is also a brief discussion on the use of effective signs in the library to develop independent library use.

The third section is concerned with various types of library instruction for the beginning undergraduate, the subject major and the graduate student. Included here is a discussion of audiovisual aids.

The final chapter deals with the role of the "information officer" in British academic libraries. Should this type of librarian be an instructor or an information specialist?

The entire study is filled with representative quotes from British and American library literature. This work should be required reading for any academic librarian interested and involved in library instruction of any kind.—*Hannelore B. Rader, Orientation Librarian, Eastern Michigan University, Ypsilanti, Michigan.*

Daiute, Robert J., and Gorman, Kenneth A. **Library Operations Research.** Dobbs Ferry, N.Y.: Oceana, 1974. 368p. \$25.00. (LC 73-20303) (ISBN 0-913338-01-X)

Library Operations Research should not be the title of this work by a professor of management and a professor of quantitative methods. It would be more appropriate to title it *In-Library Book Usage: A Case Study*. The book details the application of a rather sophisticated computer-based statistical sampling method to the in-library book usage at Rider College. Those familiar with the development of the operations research (OR) approach will recognize that the techniques used by Daiute and Gorman are but a fragment of the methodology of the operations research school of thought (Operations Research Society, PERT, linear programming, simulation techniques, heuristic problem-solving). To equate a computer-based sampling study to operations research is unfair to both librarians and operations research advocates.

Operations research people can be incredibly naive concerning the purpose of academic libraries (see p.100, "there is low utilization of the library for the purpose of reading books inside the library"). In their insensitivity to the people aspects (qualified, individual-oriented reference and resource personnel; readily accessible materials; immediate seating space to browse, to sit, to read, to listen, to study, to view; copying service; and easy access and easy use) of academic library service, one can, nevertheless, argue that these OR technologists have taken a more macro, longer view of in-library book usage than their more humanistic brethren. What Daiute and Gor-

man tell us is that better methodology does need to be accepted in the long run, because deeper, largely competitive forces in the economy press them upon individual libraries.

The authors state on page 257, "quantitative standards serve to supplement the judgment of professional librarians. Statistics cannot (repeat cannot) be used independent of the competent librarian's judgment." This same thinking should have been considered when the study was undertaken. That is, a competent librarian would have been a welcomed addition to the team. Perhaps a people-oriented service point of view would have eliminated the "library is synonymous with reading syndrome" from which the authors must be suffering. There is some evidence (see p.93) that the authors may have tried: "In one episode, for example, a subordinate administrator would not permit several chairs to be put in place of a reading carrel in the library. . . . Only after the president intervened were chairs installed." You are right, Bob and Ken, librarians even have to convince other librarians that libraries are more than books and carrels.

The authors present a much welcomed "Summary of the Book" at the beginning. It was here, though, that a good editor was needed. Instead of taking the reader by the hand and leading him through the material, a long and rambling summary resulted. In addition, the summary fails to indicate the audience for which the book was intended. If the book were intended for the library director, then it fails to provide easy-to-use guidelines. If the book were for the library researcher, it gives more detail than one really wants, e.g., on page 92 the attributes of Alpha Phi Omega are described. If the study were for those who want to know who the typical man or typical woman student is, the results reflect only Rider College and should not be applied to all academic libraries.

Few librarians have ever questioned the value that statistical methodology offers library decision makers in selecting among alternative solutions to personnel utilization, personnel costs, book costs, and overdue book operations. However, the book offers little more than how the methodology