however, that the McKeldin Library at the University of Maryland was one of the "pacesetters" along with Lamont at Harvard, Olin at Washington University, St. Louis, or the University of California, Santa Cruz, library.

"The Library Profession" describes the second group of articles. Within this section, Donald G. Davis, Jr., provides a very useful synopsis of library education as it has passed through seven developmental stages. Then, noting "the affinity of librarians to organize," Peggy Sullivan traces the growth of library associations and their influence upon publishing, personnel concerns, standards, legislation, international relations, and intellectual freedom. J. Periam Danton's excellent description and analysis of the library press fills a noted void in the literature and will hopefully stimulate more writing on this subject. Likewise, Edward G. Holley very capably surveys events in twenty-five-year periods since 1876 which reflected concerns for librarians and concludes with an appeal for more studies of individual librarians. Rounding out this section, W. Boyd Rayward discusses points of contact between librarianship in the "New World and the Old."

Technical services and bibliographical control are the subjects of articles in the third section, "Organizer of Library Resources." Working her way through the maze of cataloging rules and codes with remarkable patience and tenacity, Kathryn L. Henderson documents developments from the publication of Cutter's rules in 1876 to the present. Along the way, she notes persistent problems that have recurred, efforts to determine the function of the catalog, and the need for standards and principles. Doralyn J. Hickey then provides a counterpart interpretive survey of subject analysis in which she expresses concerns about the "failure of Americans to concentrate attention on the theory of subject analysis and control." From the vantage point of first-hand experience at the Library of Congress, Edith Scott describes the evolution of bibliographical systems in the United States from 1876 to 1945. Continuing on the same subject, Barbara E. Markuson looks seriously at bibliographical control developments since 1945, noting the effects of data processing and the computer, scientific management and systems analysis, and on-going concerns for resource distribution.

In the final section, "Aspects of Library Service," attention is focused upon the needs of children and young people, college students, and adults and the role of special libraries. Maintaining that "children were themselves the instigators of the development of library services to fit their needs," Sara I. Fenwick describes the changes that have occurred in programs for children and young people during the past one hundred years. Considering college students, Fritz Veit then shows that changing teaching methods, greater collection development, interlibrary loan and reserve book services, library orientation and instruction programs, independent study opportunities, and the emergence of the undergraduate library combined to bring about the change from "a book-centered toward a user-centered library." Continuing the service theme, Herbert Bloom notes that the delivery of materials, use of libraries for educational goals, and the provision of information all increased the values of libraries in meeting the needs of adults. Finally, the role of the special library is studied by Elin B. Christianson, who concludes that the utilitarian management of print, the concept of the librarian as a subject or information specialist, the importance of specific groups of users, and the ideal of information service are the central concepts of the special libraries movement.

The editor acknowledges several areas that are not covered, such as reference, extension, service to the handicapped, incorporation of media, and types of institutions. To these may be added other topics such as financial support, legislation, the role of government at all levels, and philanthropy. Yet this collection covers with notable thoroughness the major issues and concerns of libraries during the past one hundred years. It is a most worthy contribution to the literature of librarianship.— *Kenneth G. Peterson, Dean of Library Affairs, Southern Illinois University-Carbondale.*

Williams, James G., with the assistance of Elspeth Pope. *Simulation Activities in Library, Communication, and Information Science.* Edited by Patrick R. Penland.

Communication Science and Technology, 6. New York: Marcel Dekker, 1976. 246p. $24.50. LC 75-32390. ISBN 0-8247-6376-9.

Simulation is a research technique that has been used for many years by physical and biological scientists; their laboratory experiments simulate environments and provide the setting for a number of different types of studies. Until recently the technique was not used extensively by other disciplines, and it was not generally known to the public, but the much-publicized activities of the U.S. space program have directed a good deal of attention to simulations. In the last five years or so, the social sciences have begun to use simulations as a teaching technique. The present volume is concerned with the use of simulation by library and information science education.

The first part of the book describes simulation as a teaching technique, pointing out that, in essence, a simulation is a controlled representation of a real situation. Although there are a number of different types of simulation activities, only two types are presented in this work: simulation games and simulation exercises. Statistical simulations, one of the more familiar types of simulations, are not included.

The authors define the assumptions underlying the use of simulations as a teaching technique. Chief among them are that what is learned in a simulation can be transferred to other situations and that active participation of the learner creates the best learning situation. In discussing the strengths and weaknesses of simulations, the authors acknowledge a bias in favor of the technique's strengths, but they also point out weaknesses that need to be noted.

The chapter on the analysis and design of a simulation game or exercise is particularly valuable. All the steps involved in constructing a simulation, administering it, and evaluating it are described in detail. The design of a simulation activity, the authors note, is valuable, not only for the background it provides, but also in affording an excellent learning situation.

The major part of the book consists of examples of simulation games and exercises in five library-oriented areas: communications, information science, library administration, technical services, and reference work. For each category, a number of complete simulations are given. The simulations are well chosen for their relevance to meaningful real life situations. The instructions accompanying each simulation are clear and easy to follow.

In summary, the completeness of the background discussion about simulation activities and their use as a teaching technique plus the collection of simulation games and exercises make this work a valuable addition to the literature of simulation as a teaching technique in library science education.—*Barbara Slanker, Director, Office for Research, American Library Association.*

The ALA Yearbook: A Review of Library Events, 1975. 1976 Centennial Edition. Chicago: American Library Assn., 1976. 494p. $25.00. ISBN 0-8389-0223-5.

One of the significant and lasting events the American Library Association scheduled for its centennial year's celebration was the publication of *The ALA Yearbook.* It is projected as the first of a series to be published annually, with the second volume scheduled to go to press in the spring of 1977. The first volume is dedicated to the memory of Allie Beth Martin and highlights her look at "ALA—Its Future."

Librarians are both critics of the craftsman's art and the information which should be expected from each reference book. In implementing and executing this volume, the library world through ALA has produced a successful product when measured against its ideals for making a reference book.

Much already has been said in advertising presentations about the 143 articles —alphabetically arranged from "academic libraries" to "young adult library services"; its 230 contributors and editors, including three correspondents from London and Canada; its 400,000 words with 336 illustrations —including halftones, line drawings, and cartoons; and its sixteen pages of index. The three feature articles for this first volume—"ALA at 100," by Edward G. Holley; "Independent Learning and the Future Role of Public Libraries," by Samuel Gould; and "Micrographics: An Eventful