

that we will emerge as the masters, not the servants, of the new technology. This paper alone is worth the price of the book. The rest is gravy.—Gregory N. Bullard, *Syracuse University, Syracuse, New York*.

McCoy, Ralph E. *Freedom of the Press: A Bibliocyclopedia*. Ten-Year Supplement (1967-1977). With a foreword by Robert B. Downs. Carbondale: Southern Illinois Univ. Pr., 1979. 557p. \$42.50. LC 78-16573. ISBN 0-8093-0844-4.

Without question, Ralph E. McCoy has rendered an invaluable service to society in his latest book, *Freedom of the Press: A Bibliocyclopedia*. This magnificent publication is a ten-year supplement to his earlier work *Freedom of the Press*. The present volume contains some 6,500 entries and follows the pattern, format, and scope of the 1968 volume.

Although the author calls it a bibliocyclopedia, this opus could well be called an encyclopedic in the field of intellectual freedom. It is an annotated bibliography of books, journal articles, pamphlets, newspapers, dissertations, films, radio, television, recordings, and other materials. The annotations are descriptive, and, whenever possible, they summarize, in the author's own words, the major points of the work being reviewed.

The format of this edition follows that of the earlier work in its alphabetical listing by personal or corporate author or by title, if the author's name is not known. A comprehensive subject index, at the end of the volume, identifies topics, individuals, countries, court decisions, concepts, and titles.

The continuing interest in intellectual freedom is demonstrated by the fact that more than half as many publications relating to freedom of the press in English-speaking countries appeared in the past ten years as in the previous four hundred.

Robert B. Downs, dean of library administration emeritus, University of Illinois, himself an authority and champion of intellectual freedom, in his foreword to this volume, comments on issues and problems in the field in the past decade. He reviews and analyzes several of the most vital of these that developed between 1967 and 1977. Among these were freedom of the press

questions raised by publication of the Pentagon Papers, press gag orders, fair trial versus free press, the individual's right to privacy, rights of special groups, obscenity and pornography, and others.

The library/information science profession and all people who are interested in freedom owe a great debt of gratitude to Ralph McCoy for this work, *Freedom of the Press*. It has been called a magnificent book, an indispensable reference work, "without doubt the most complete and most useful annotated bibliography ever produced on the topics of freedom and censorship in mass communication." In the opinion of this reviewer, it is all of these and is a book that should be a "must" purchase in every type of library.—Martha Boaz, *University of Southern California, Los Angeles*.

McInnis, Raymond G. *New Perspectives for Reference Service in Academic Libraries*. Contributions in Librarianship and Information Science, no.23. Westport, Conn.: Greenwood Pr., 1978. 351p. \$24.50. LC 77-94742. ISBN 0-313-20311-3. ISSN 0084-9243.

Academic librarians as well as classroom faculty members will profit from reading McInnis if they are able to get through the work. The librarian who believes that the library has a significant role to play in undergraduate instruction will have this view supported. The library administrator who wonders how to evaluate the large expenditure of resources that library instruction consumes will have some new ideas to ponder. The librarian who questions all of this instruction interest in academic libraries and the classroom instructor who would like to make teaching at the introductory level more reflective of the excitement of a discipline will both come away with an appreciation of what the academic library is able to do as part of the active learning process.

Without a doubt, McInnis presents the background required to understand how library research can be integrated into classroom teaching, but his presentation is circuitous and is made much more difficult than is necessary. His insistence on footnoting almost every sentence, which leads to eighteen-page chapters with eighty footnotes, and his practice of using long quotes

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Wilson, et al	MOLECULAR VIBRATIONS: THEORY OF INFRARED & RAMAN VIBRATIONAL SPECTRA	1955		In Prep.

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combine to obscure the positive aspects of the work. In addition, McInnis' own writing style is unnecessarily complex.

Consider the following sentence from the introduction:

Perhaps the most interesting aspect of the tripartite matrix of research materials is that even though a plethora of intermediary sources is produced—all of which expose various forms or stages of the literature to which they are related—taken together, their function and structure relate directly to the substantive-bibliographic continuum. [P.xiii].

Such a presentation slows the reader to a crawl.

In a discussion of what this work is not, it may also be useful to state that it is not about all aspects of reference service in academic libraries. It is a work about library instruction. It is not about library instruction in all disciplines. McInnis discusses the social sciences, but it could be argued that the techniques described might be transferred to other fields even though there is little attempt to do that. While McInnis makes these limitations clear in the introduction, a reflection of the scope of the work could have found its way to the title page.

Now that the reader recognizes that the work in hand is, for the most part, a long and complex bibliographical essay that addresses the role of the academic librarian in undergraduate instruction but is limited to examples from the social sciences, the question becomes, Is there a reason to wade through it? The answer is yes.

At first glance it appears that the work has five main parts, but upon closer inspection it becomes clear there are but two. McInnis first establishes how social scientists know, how the literature of the social sciences is developed, how reference works reflect portions of the literature of a discipline, and how users of reference works put them together to perform a structured analysis of the literature and of the ideas of the field. With this background, McInnis offers ways to integrate classroom instruction and library research so that both the instructor and the librarian share in teaching the student the bibliographical and the substantive knowledge of a selected topic.

The section on application is focused on

McInnis' use of published, structured research guides that he has developed to reflect the discipline that a specific guide introduces. The guide is presented to the student by the librarian, who, rather than just handing it out, takes time to explain how scholars know; how they produce materials that represent ideas; how these ideas are communicated, reviewed, and are eventually accepted; and how reference works in the correct mix will lead the student to the new ideas of the field.

This is no easy trick in the few hours available to the librarian, but it is an approach that makes sense and one that should make more discriminating literature users out of the undergraduates as well as out of some of their instructors. The McInnis approach serves to make the librarian a full partner in the learning process.

These two basic sections of the work are followed by an extensive appendix that provides examples of portions of the structured research guides used by McInnis.

It is difficult to read McInnis word for word, and in the end one will want more examples and less explanation. Still, the ideas establish a rationale and a plan for library instruction in the undergraduate library that should help, guide, and support those reference departments that are expending precious resources in library instruction.—*Scott Bruntjen, Pittsburgh Regional Library Center, Pittsburgh, Pennsylvania.*

Bruer, J. Michael. *Toward a California Document Conservation Program*. San Jose, Calif.: California Library Authority for Systems and Services (CLASS), 1978. 51p. \$8 for CLASS members, \$10 for nonmembers. (Available from: CLASS, 1415 Koll Circle, Suite 101, San Jose, CA 95112.)

The preface of this report is a concise and well-reasoned introduction to document conservation, the role of CLASS in developing conservation goals for libraries and archives in California, and the short- and long-range objectives for conservation activities in the state. The remainder of the publication is a comprehensive, although wordy, "blueprint for action in the conservation arena leading to the creation of a