edge relating to censorship is sketchy and often is based on opinion, not fact. More data are needed by persons who have to be involved, especially in subject areas likely to come under attack in schools and libraries. A second reason for the study was due to the U.S. Supreme Court decision of June 21, 1973, that changed interpretations of the First Amendment relating to obscenity regulations. The third reason was based on the author's conviction that censorship is much more prevalent than many librarians and educators believe and that specific facts might help them if they should ever be faced with censorship issues.

A great deal of quantitative data about censorship in the United States are presented by Woods in an effort to answer nine specific questions. These questions, in brief form, are: (1) When did the censorship attempts occur? (2) Where did they occur? (3) How many items were censored? (4) What formats of materials were censored? (5) What types of educational institutions were affected by the censorship attempts? (6) What were the titles of the censored materials? (7) What were the sources of the censorship attempts? (8) What were the reasons for the censorship attempts? (9) What were the final dispositions of the censorship attempts?

Several interesting facts emerged in the study. One was that schools accounted for 62 percent of all educational censorship, with more than two-thirds of this on the high school level. The author noted that "public libraries were less censored than colleges and universities, but more censored than other school levels or junior colleges." The most often censored title was *Catcher in the Rye*, and the second most often censored was *Soul on Ice*. Many other interesting facts are given on the various topics, and tables are included to document the findings.

This is a well-written, carefully prepared study of censorship in America between the years 1966 and 1975. It should be of invaluable assistance to anyone who has to deal with censorship problems.—*Martha Boaz, University of Southern California, Los Angeles.*

Hernon, Peter. ***Use of Government Publications by Social Scientists.*** Libraries and Librarianship: An International Series. Norwood, N.J.: Ablex Publishing Corp., 1979. 173p. $16.95. LC 79-16144. ISBN 0-89391-024-4.

The first book-length use study of government publications, *Use of Government Publications by Social Scientists,* examines the use and nonuse of federal, state, local, foreign, and international documents by historians, sociologists, political scientists, and economists. In addition, Hernon investigates the effect of library characteristics, such as organization, collection arrangement, etc., on the use of documents. The study is based on questionnaires and interviews administered to faculty and librarians at seventeen public and private institutions offering bachelor's through doctoral programs.

Hernon's findings are both enlightening and of tremendous practical value. Social scientists, excluding historians, rely primarily on current publications. All social scientists use only a relatively few types of documents, such as statistical publications,

census reports, congressional hearings and committee prints, court cases, and serial set items. As might be expected, heavy and moderate users of the library are more likely to use documents than are limited users of the library. Hernon discovered that there is no difference in the use patterns of faculty in bachelor's, master's, or doctoral programs. Economists and political scientists are much more likely to make frequent use of documents than historians or sociologists. Regardless of discipline, federal publications are of greatest interest, followed by international and United Nations documents, state documents, foreign documents, and finally, local documents.

Faculty locate documents primarily through citations in the general literature, bibliographies in subject fields, mailing lists of government agencies, and contact with colleagues. Most faculty preferred informal methods of introducing students to documents and, interestingly, 28.3 percent of the respondents never mentioned documents to their students.

Two reasons are offered for not using documents. First, many nonusers believe government agencies publish little of value in their specific field. Second, many nonusers find the problems associated with identifying and accessing documents overshadow any potential value of the documents themselves.

Librarians have long debated the effect of various document classification schemes on document use, and the debate is likely to continue, as Hernon reports that "there is no statistically significant difference between frequency of use and the type of classification scheme employed" (page 103).

Hernon provides a unique and valuable insight into faculty use pattern of documents. Originally a dissertation, the research is thorough and well designed; however, the book could benefit from additional editing, as it still reads as if it were a dissertation. In addition, Hernon's definition of some categories is questionable. Heavy library use, for example, is defined as twenty-plus library visits per year, which seems somewhat low. Finally, one last caveat: "Frequency of faculty use of the library's documents collection is not a good indicator of the use by faculty members of government publications in general" (page 88).

Faculty frequently obtain documents through agencies, colleagues, and other channels.

A welcome addition to the literature, *Use of Government Publications by Social Scientists* should be read by all documents librarians and librarians responsible for social science collections.—*David R. McDonald, Stanford University Libraries, Stanford California.*

Grolier, Eric de. ***The Organization of Information Systems for Government and Public Administration.*** Documentation, Libraries and Archives: Studies and Research, 8. Paris: UNESCO, 1979. 163p. $8. ISBN 92-3-101595-8. (Available from: UNIPUB, 345 Park Ave. South, New York, NY 10010.)

This UNESCO-funded study describes and compares information systems for government and public administration (ISGPAs) that are intended to aid decision makers. The scope of the work is international and is