

bibliography; and (3) there is no index to acronyms—which are used profusely throughout the volume. The paradox is unavoidable: a book on information systems without adequate retrieval systems itself! The well-known time lag of UNESCO publishing limits the currentness of the work. Because the most current references are 1975 and some 1976, readers in 1980 can expect that significant changes have taken place during the interim.

Nonetheless, the author should be congratulated for producing the volume. It provides a useful overview and introduction to international ISGPAs, it provides a basis for the development of ISGPAs, and, perhaps most important, it gives evidence of the importance of ISGPAs for governmental purposes. As such, the volume fills a void in existing literature and should be a welcome addition by those who are interested in the background, status, and development of national and international ISGPAs.—*Charles R. McClure, University of Oklahoma, Norman.*

Bernhardt, Frances Simonsen. *Introduction to Library Technical Services*. New York: H. W. Wilson, 1979. 328p. \$15, U.S. and Canada; \$18, foreign. LC 79-12630. ISBN 0-8242-0637-1.

The scope of *Introduction to Library Technical Services*, as defined by Bernhardt in the preface, is broad and attempts not only to cover the "acquiring, cataloging, and processing of all types of library materials" but also to offer a "comprehensive presentation in a relevant manner to all libraries of all sizes and to technical services personnel at all levels."

This is a difficult task and one that I feel the author does not always accomplish. Instead, the resulting text runs the gamut from masterful to disappointing.

High points evolve when the author presents frank, demystifying statements, simple problem-solving approaches, and some very pertinent examples of technical services procedures. At certain times no prior knowledge is assumed, and the definitions take on the proportion of dissections, yielding up fresh, understandable statements about commonsense technical processes that are sometimes considered by the profession

to be veiled in mystery.

On the other hand, abbreviations and acronyms, with which our field abounds, are sometimes thrown in, leaving the neophyte unformed. Some chapters seemed to be completely introductory, as suggested by the title, and others go into such great detail that only a conditioned practitioner can assimilate the examples presented.

When the author chose to present the material in graphic rather than in prose format, the lack of homogeneity continued. Certain charts were clear and well thought out and brought together information from diverse sources that made understanding the concepts much easier. However, other diagrams were very complex and detracted from, rather than added to, the text.

Current technological advances were included but often appended to the practical discussion rather than as a part of it. It seems to me to be a perplexing time in which to write an introductory work on technical services. AACR 2 and the fast-moving pace of technology make it difficult to know what to include in depth and what to mention only in passing.

Bernhardt has presented a good, if somewhat uneven, mix of historical principles, basic practices and procedures, and currently evolving alternatives. I would recommend the text for use in a hands-on practicum-type course in technical services; the high points, of which there were many, will save the instructor much time—time that can be used to fill in some of the lower points.—*Dorothy Hagen Kettner, Fergus Falls Community College, Fergus Falls, Minnesota.*

Kennedy, James R., Jr. *Library Research Guide to Education: Illustrated Search Strategy and Sources*. Library Research Guides Series, no.3. Ann Arbor, Mich.: Pierian Press, 1979. 80p. \$8.50 (cloth), \$4.50 (paper). LC 79-88940. ISBN 0-87650-115-3 (cloth); 0-87650-116-1 (paper).

Like so many of Pierian Press' other publications, this one profits from the author's years of experience in reference work and library instruction. The book is more than just a good list of research materials in education, because it is "term paper topic-

oriented." Thus, the novice searcher is encouraged to begin at the beginning (topic selection) instead of at the library.

The brief preface is cleverly written in a branching format to isolate users who don't have the basic entry skills—ability to use the card catalog and the *Readers' Guide* and note-taking skills.

Kennedy begins with chapters on topic selection and narrowing of the topic. Why do so many searcher's manuals take these skills for granted? Their absence is certainly one of the main causes of frustration in question negotiation at the reference desk.

The author uses interest-provoking chapter titles such as "Finding the Best Parts of Books," "Collecting Current Information," and "Finding Facts Fast." The comic strip illustrations, now inevitable in a beginner's manual, are well selected and not overdone.

Fortunately, much of the bibliographic content is presented in essay form, presumably to avoid those endless annotated lists that weary the eye and threaten the beginning searcher.

Two of the more interesting appendixes

are: an outline of a search strategy that proves to be an outline of the book as well, and a brief (too brief, actually) "library knowledge test."

Kennedy and Pierian Press have produced an attractive, well-bound, well-printed paperback. A good buy for libraries and librarians interested in library instruction, as well as for people doing basic library research in education.—James Doyle, *Macomb County Community College, Warren, Michigan*.

IFLA/UNESCO Pre-Session Seminar for Librarians from Developing Countries, 3d, Antwerp University, 1972. **Resource Sharing of Libraries in Developing Countries**. Proceedings of the 1977 IFLA/UNESCO Pre-Session Seminar for Librarians from Developing Countries, Antwerp University, August 30–September 4, 1977. Edited by H. D. L. Vervliet. IFLA Publications, 14. Munich, New York: K. G. Saur, 1979. 286p. \$17. LC 79-17272. ISBN 0-89664-114-7.

The pros and cons of sharing library resources in nonindustrialized countries is the subject of these proceedings of a 1977 IFLA seminar. On the whole sharing library resources is only in its adolescence in some Western nations and in infancy or nonexistent in others, especially the nonindustrialized nations. Yet most of the papers from these countries are hopeful and realistic about the prospects of sharing resources on a national and even international regional basis.

However, there do appear to be some prerequisites that have evolved for resource sharing. These prerequisites are: (1) there should be some progress in the country in developing a communications infrastructure; (2) there should be adequate documentary sources as well as records of national inventories of these resources; and (3) there should be professional know-how in any discussion of information sources.

And what about users? There must be users, plus professionals who understand fully user needs and abilities. J. S. Parker makes a good case for the need to correct the neglected user by advocating behavioral recognition. In fact, he sees the user as very much part of the system of sharing library

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