views with little reference to other writers; those views partake heavily of a British persuasion. The result is not a textbook, nor yet a scholarly treatise. For libraries that want this kind of book, this is the kind they will want.—*Guy A. Marco, Library Development Consultants, Washington, D.C.*

Conroy, Barbara. *Library Staff Development Profile Pages: A Guide and Workbook for Library Self Assessment and Planning.* Tabernash, Colo.: The Author, 1979. 50p. $12. (Available from: Barbara Conroy, Box 502, Tabernash, CO 80478.)

This recent work is intended to be used in conjunction with the author's *Library Staff. Development and Continuing Education: Principles and Practices.* Retentive readers will recall that this earlier work was reviewed by Sheila Creth at the dawn of 1979 (*C&RL* 40:73–75). The previous work provided the principles and practices; this one, the profile pages which serve as a guide and workbook and which grew out of the author's 1979 evaluative study of the Cooperative Information Network's staff development program in California (ERIC ED 172 828). The two clearly complement each other.

The present work is divided into two sections. Part I gives a "Profile for Assessing Library Staff Development—A Guide," while Part II is a "Profile for Planning Library Staff Development—A Workbook." Part I gives worksheets to help define the profiles of responsibilities and policies, of planning the program, of implementation, and for evaluating the result. Part II addresses itself to staff development needs, program goals and objectives, roles and responsibilities, policies, resources, the needs assessment process, the planning process, and the evaluation process. A selected bibliography completes the work.

I was prompted, in thinking about the administrative aspects of staff development, to recall the distinction between the art and science of a martini. The person who has never made one requires instructions in the science while the devotee, requiring no assistance, practices the art. At the risk of oversimplifying and appearing blasé, the distinction is useful. Those already much involved in staff development will wonder why they need these profile pages and will, at a possible risk, choose to ignore them. Those who have never been engaged in staff development will, to their lasting credit, turn to these most useful pages. As to those in the middle somewhere, well—check them anyhow. No harm will be done and perhaps a lot of good realized.—*Leslie W. Sheridan, University of Toledo, Toledo, Ohio.*

Videotext: The Coming Revolution in Home/ Office Information Retrieval. By Efrem Sigel with Joseph Roizen, Colin McIntyre, Max Wilkinson. White Plains, N.Y.: Knowledge Industry Publications, 1980. 154p. $24.95. LC 79-18935. ISBN 0-914236-41-5.

Videotext has been defined as a two-way (interactive) communication system that links computer data bases to television by telephone or by cable television lines. Teletext, on the other hand, is a one-way (noninteractive) communication system that transmits information via television through regular or cable television broadcast signals. Videotext and teletext are considered to be the newest and most revolutionary developments in information retrieval.

With videotext one may use a hand-held calculator type key-pad and have a wide variety of information appear on a television screen, such as classified ads in the daily newspaper, travel and weather information, encyclopedia articles, and even holdings of the local library. Bills can be paid, bank accounts examined, and theater tickets reserved by this new home information service system.

A variety of videotext/teletext systems as they exist in their present stage of development are described in this work by Sigel and others. A brief chapter outlines the technology of videotext/teletext in relatively simple terms. Nearly half the book is devoted to a description of the two major British systems: CEEFAX (seeing facts) and Prestel. (The authors consider Britain to be a good two years ahead of the rest of the world in introducing home information services.)

CEEFAX, a teletext type service of the British Broadcasting Corporation, provides a broad range of information but features

news, finance, sport, entertainment, weather, and travel data. Prestel (sometimes referred to as Viewdata) is a development of the British Post Office and unlike CEEFAX enjoys the major advantage of being interactive.

A separate chapter is devoted to the development of videotext and teletext systems within the United States. These developments have been slow especially when compared to Britain and France. Passing mention is made of Warner Communication's Qube service launched in Columbus, Ohio, and the ambitious projects of Knight-Ridder Newspapers and General Telephone and Electronics.

Although Sigel and the other contributing authors are to be commended for what they have written, it is what they have not written and what they have not addressed that makes this book of little value for most librarians. No mention is made of the significant implications that videotext/teletext systems have for the future of libraries or the role that libraries will play as these information systems are developed. Informa-

tion access and copyright are other issues not discussed.

Should one wish to read of the background and technological development of CEEFAX, Prestel, Oracle, etc., then this book will be helpful; but for current, library-oriented discussions of videotext/teletext information systems, this reviewer recommends constant perusal of current library literature. Susan Spaeth Cherry's article published in the February 1980 issue of *American Libraries* is an excellent place to start.—*David B. Walch, State University of New York, College at Buffalo*.

Woodbury, Marda. *Selecting Materials for Instruction: Issues and Policies.* Littleton, Colo.: Libraries Unlimited, 1979. 382p. $18.50 U.S. and Canada; $22 elsewhere. LC 79-18400. ISBN 0-87287-197-5.

Marda Woodbury's substantial experience in the school library field is clearly reflected in her book *Selecting Materials for Instruction: Issues and Policies.* She has written "a handbook for the establishing of an effective and efficient selection process" from which teachers, school administrators, librarians, media specialists, parents, and even library and education students can profit.

The book covers a wide variety of issues such as budgeting for instructional materials, needs assessments, materials selection policies, use of evaluation criteria in selecting instructional materials, learner verification and revision and appraisal of materials for readability, to name only a few. The emphasis throughout is to provide the reader with information about materials selection from preschool through high school, with major consideration being the selection of materials for classes and individuals, although the criteria employed in this study can be adapted to libraries and learning resource centers.

The author sees her study of materials selection as "a source of ideas, stimulating starting place for groups or individuals grappling with the processes or concepts of selection." She combines both theory and practical information throughout the book. One of the most functional characteristics of this study is the number of different sets of guidelines, specific policy statements, needs assessment forms, evaluation guidelines,