

and one-half pages of the index were carefully checked, and only two somewhat minor omissions came to light: while the text refers with regard to honorifics to "theological" distinctions, this word does not appear in the index, not even as a cross-reference to "clergy, indexing of," the correct entry. Also, "q.v." is the only one of the five cross-references without a *see* also reference to "cross-references" (which, itself, has *see also* references to these five).

Reading through the index takes considerable time, for one runs into such curiosity-piquing entries as "Muggeridge, Malcolm, regrettable lapse by, 20n." One rushes to the note for page 20 to learn that this refers to Muggeridge, who likened a book without an index to "a railway timetable not giving the names of the stations," allowing his own collection of random jokes to appear without an index!

The book itself is a beautifully wrought example of the publisher's art, complete with a pliable, but exceptionally sturdy binding, a rich royal blue cloth cover, and very attractive layout and typeface—a book for a gentleman's library. Only four typographical errors came to light in the entire volume, and none was of a serious nature.

Although more elementary and less comprehensive than its American counterpart, this volume merits addition to any collection that is meant to be well balanced, if only because of the humanistic and reasoned introduction it provides to the art of indexing by a master indexer of the old school.—Eldon W. Tamblin, *Portland State University, Portland, Oregon.*

CLIP Notes: College Library Information Packets. #1-80: Performance Appraisal. Chicago: Continuing Education Committee, College Libraries Section, Association of College and Research Libraries, American Library Assn., 1980. 135p. \$7.50 ACRL members; \$10 nonmembers. (Available from: ACRL, American Library Assn., 50 E. Huron St., Chicago, IL 60611.)

Essentially *CLIP Notes: College Library Information Packets. #1-80: Performance Appraisal* is simply a selection of policy and procedure statements on performance appraisal from various academic libraries in

the Midwest. It also contains a selective, annotated bibliography and two LAMA publications on the subject. The policy and procedure statements have been selected not as models but rather to show the range of approaches currently in use. As a result this publication is full of diverse segments that require some kind of unifying essay to make them useful.

No such unifying essay is presented. Instead the reader is given a too-brief introduction (about 500 words) that raises more questions than it answers. The policy and procedure statements and measurement devices that make up the bulk of the document were gathered in a survey of performance appraisal practices of about 300 academic libraries in seven midwestern states. Data concerning staff size, collection size, and size of population served by the responding libraries is offered. Beyond the statement that "slightly less than half of those replying answered that they had or were developing formal appraisal procedures," virtually no data about performance appraisal practices in libraries surveyed are offered. The reader of this curious introduction is forced to wonder if the survey device was poorly designed and netted little data or if it simply wasn't reported.

Perhaps stranger still is the inclusion of the evaluation tool used by the Virginia Beach Public Library, which obviously was not part of the survey population of academic libraries in the Midwest. The introduction states that the Virginia Beach document was included because it provides a "unique and useful approach" to performance appraisal.

The performance appraisal statements and forms do indeed offer a wide range of approaches for the evaluation of librarians, support staff, and student employees. The two LAMA publications, *Performance Appraisal Forms* and *Personnel Performance Appraisal—A Guide for Libraries*, will be highly useful to librarians struggling to develop and implement performance appraisal mechanisms. The annotated bibliography will also be of use.

It is difficult to escape the conclusion that this publication suffers from a lack of direction and purpose. The last statement in the introduction notes that the publication is a

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pilot project and welcomes suggestions and comments. My suggestion is that the compilers define for themselves and for their intended audience what *CLIP Notes: #1-80* seeks to do.—*Thomas M. Gaughan, University of Illinois at Urbana-Champaign.*

Strawn, Richard R. *Topics, Terms, and Research Techniques: Self-Instruction in Using Library Catalogs.* Metuchen, N.J.: Scarecrow, 1980. 98p. \$8. LC 80-12569. ISBN 0-8108-1308-4.

Instruction librarians, especially academic ones, complain that they have too many students to teach and not enough time to do it in. Using a programmed, self-instruction guide could be of benefit to both instruction librarians and students. Richard Strawn has added his contribution to the burgeoning literature of self-help books in the field for library users. As his title suggests, this book is written for individual users who are researching a topic.

The subjects covered in the text are how to read a Library of Congress catalog card, words as possible "subject headings," how

to use subject headings, specificity (when a term is too narrow), subdivisions (how subjects are divided up), and filing. Each topic includes a pretest, exercise, and summary of the basic information needed to complete the exercise. The answers are given in the back of the book. The text is based on LC classification and subject headings and, according to the author, "uses actual topics that Wabash College students have had to treat in the last several years." Strawn aims his text at "high school and college students, library aides and technicians" and gives a completion time of seven hours for the entire book, or four hours following the shortcuts.

The reproduction of the LC cards is often poor; they are fuzzy and hard to read. The layout of the exercises could also be improved: one exercise overlaps onto another page, making the user turn pages to follow an exercise. The exercises were confusing to me in their numbering system: letters and numbers are used to designate question numbers, card numbers, and example numbers. The book depends on a good academic

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