

tralia in 1959 and is actually based on visits made in 1957/58 which were in turn preceded by a questionnaire. The University Grants Committee returns of 1955/56 were used as the source of certain factual data.

The work is thus a description of university libraries in Great Britain as they were ten or twelve years ago. It antedates the "new universities," the great increase in university enrollment, and a rather considerable amount of new construction of library buildings at universities. At first sight one might think of it as a companion volume to the Parry Report (U.G.C. Report of the Committee on Libraries. 1967) or as bearing some relation to the Shackleton Report (Oxford University. Report of the Committee on University Libraries. 1966). Except in most general terms, this is not the case.

After describing the purpose of his study and noting some of the disparities between British and Australian universities, Bryan appraises the place of the library in the university in Great Britain. In a series of chapters he undertakes to present a generalized account of university libraries in terms of finance, book stock, buildings, staff, library routine, services, and decentralization. Bryan considers the financial support "not ungenerous," the ingenuity displayed in adapting ill-designed buildings to serve library purposes commendable, and the lack of attention to subject cataloging deplorable. He notes some of the peculiarities of circulation systems and of cataloging procedures and records that are still in use.

In his treatment of acquisitions and cataloging, Bryan underscores the duplication of records and of staff effort that is frequently found because the work is not organized systematically with forms and information passed on from one office or department to another. He describes in some detail the various types of catalogs maintained and notes the lack of use of the B.N.B. printed card service. One might have expected that Bryan would be even more critical than he is on this point because of the potential economy and promptness of service that use of the service would make possible. Although there are undoubtedly some exceptions and although there have been discussions of library automa-

tion, it would appear that the situation has undergone few changes in the years that have passed since Bryan's visit.

The second part of the book is devoted to descriptions of each of the university libraries emphasizing special features, notable strengths and regrettable weaknesses as appropriate. Reduced floor plans of many of the libraries visited are included and there is a bibliography of over four hundred items. The book is marked by many typographical errors which even casual proofreading should have eliminated.

The *Survey* was undoubtedly informative for Mr. Bryan, as it will be to those of his readers who have not had an opportunity to visit these libraries. But changes have occurred since Bryan's survey. Whether its publication may lead to further improvements remains to be seen. Apparently, Mr. Bryan had some experiences in the course of his visits which he found trying and which are unfortunately reflected in some of his remarks.—*Stephen A. McCarthy, Association of Research Libraries.*

Cleaning and Preserving Bindings and Related Materials. By Carolyn Horton. Chicago: (ALA, 1967). (Library Technology Program Publications No. 12) 76 p.

The Library Technology Program of ALA starts a new series—Conservation of Library Materials—with a pamphlet written by Mrs. Carolyn Horton, illustrated by Aldren A. Watson, and devoted to the techniques of cleaning and preserving bindings and related materials.

A clear style and simple illustrations are so expertly combined that any librarian or book collector who isn't all thumbs can do everything described in this pamphlet—and everything that needs to be done is described. This is a practical, elementary manual which presupposes no previous training or experience, and yet even people who think they know a thing or two about preservation will find here such a skillful concentration of professional advice that something new is bound to be added to their knowledge.

The pamphlet is divided into three sections: preparing to recondition a library;

sorting books and identifying problems; and treatment. Nothing is left to the imagination of the novice (as indeed it shouldn't be), and the first section describes such basic steps as how to improvise work areas, how to move books, how to keep track of them as they are sorted and treated.

The section on sorting explains, among many other things, how to recognize acid migration, how case bindings are made and thus what to do with books that are loose in their cases, how to distinguish between real and artificial leather in sorting books for oiling. The suggestion I'm grateful for is how to deal with the untitled slip case that has to be separated from its book: write author, title, and call number on a large sheet of paper and then crumple it up inside the case. No more the empty case that has to be discarded because it won't fit any book except the one that returned to the shelf without it.

The section on treatment is concise, explicit, and fascinating. It presents the essential facts about preserving leather bindings, explains the need for treating leather with potassium lactate, tells exactly which leather dressing to use and how to apply it. It tells—and of course shows—how to make simple repairs on torn leaves, how to rebuild corners, how and where to paste book-plates.

It also describes how to hinge letters in books, on the assumption that "in a private collection or rare-book room, letters from the author, unless very bulky, are usually kept with the book" (p. 23). Mrs. Horton is justified in describing the proper way to hinge letters in books but I doubt that most experienced rare book librarians would recommend it. Perhaps in the second edition (which is certain to be called for) she would describe the technique but accentuate her alternative suggestion of filing the letter in a separate folder "where it cannot damage the book in any way" (p. 25).

A detailed table of contents substitutes for an index, while the back matter consists of a glossary, a list of supplies and equipment mentioned in the text (all used by Mrs. Horton or known by her to be in general use and to perform in an acceptable manner), a list of stores where the supplies can be bought, and a selected bibliography.

The pamphlet is printed on 8½ x 11-inch 'Permalife' paper, has wide margins, large type, and a stylish blending of text and illustration. Its permanence, its pleasing appearance are singularly appropriate for a manual that will be in constant use by everybody concerned with preserving books.—*Marjorie G. Wynne, The Beinecke Rare Book and Manuscript Library, Yale University.*

EDUNET: A Report of the Summer Study on Information Networks Conducted by the Interuniversity Communications Council (EDUCOM). By George W. Brown, James G. Miller, Thomas A. Keenan. New York: Wiley, 1967. xix, 440p. \$3.95. (67-21328).

With a \$750,000 grant from the Kellogg Foundation the Interuniversity Communications Council came into existence and joined the ranks of organizations that are concerned with developing cooperative programs among colleges and universities. The Council was the brainchild of James A. Miller of the University of Michigan, who was responsible for obtaining the five-year grant, organizing the initial programs, and steering the new activity on a course that has been grandiose and ambitious and holds the promise of great potential for the educational community. Dr. Miller, a physician by training, while stressing the importance of cooperative efforts in all fields, was particularly interested in having the new organization act as a unified voice for the educational world in matters of educational and communications technology. Such an organization could work with government and industry as an equal partner to insure that its point of view was always represented.

The initial efforts of the Council were of an organizational nature, and time was spent identifying means by which it could carry out its mission and develop action programs. As the number of member universities and colleges grew, the Council focused its attention on specific programs for exchanging and sharing intellectual and human, library and computer resources. Great attention was also given to the need for utilizing all available technology, such