

Jr., Managing Editor. Detroit: Gale, 1976-. \$24.00 per vol. LC 76-20369. ISBN 0-8103-0925-4.

Librarians, as Richard De Gennaro recently observed in an *American Libraries* article, have a hard time saying "no" to a publication with a number on it. In presenting the library market with the first issue of its annual *Pages*, Gale Research is very likely, and very reasonably, expecting few of us to say "no." "*Pages*," we are told, "is concerned with literary history—construing that term to encompass publishing, librarianship, bibliography, the book trade, book-collecting, as well as the non-printed media which generate writing." How does one say "no" to that?

How, indeed, with this first handsomely bound volume offering us in its 304 pages some thirty-three widely ranging articles and picture features, including a description by James Dickey of work in progress, a previously unpublished Big Apple version of the *Carmen* libretto by Ring Lardner, a report on the Southern Illinois University Press by novelist John Gardner, and a brief but fine essay by bibliographer Fredson T. Bowers on "Recovering the Author's Intentions"?

Quite clearly, one does not. Libraries will subscribe. They really have no choice. But some may wish they did. It is only a minor irritation that a few articles are a little too perfunctory, a little too clearly just occasional pieces: a rather tedious recounting by Ray Bradbury of his income over the years, for example, and an article on how to write for television titled "If You Want to Write for TV . . . Don't." A more serious and more pervasive shortcoming of *Pages* is its lack of depth.

A sale at Sotheby's, Joseph Heller's writing habits, Scott Fitzgerald's library, designing dust jackets, the marketing of *Jericho*—these and most of the topics treated in this first number are of interest and some value. So much so that one must wish Gale Research had elected to deal with fewer of them, but deal more fully. As it is, libraries are being offered a generously illustrated, imaginatively laid-out, very readable annual that is more, certainly, than a literary Sunday supplement but still rather less than what many academic li-

braries would find most useful.—*Charles Helzer, University of Chicago Library.*

The Use of Gaming in Education for Library Management: Final Report on a Research Project. By Jeannette Daly and others. University of Lancaster Library Occasional Papers, no. 8. Lancaster: University of Lancaster Library, 1976. 84p. £ 2.00. ISBN 0-901699-38-1. ISSN 0075-7810.

This report is the final one growing out of a series of operational and educational research studies: it is, however, much more than the expected summary of the stages and conclusions of more than five years of research. Additionally, it is a review of recent literature on educational simulation (78 references), a cogent argument for including techniques of planning in library school curricula, the explication of a methodology for costing the operation of a prototype educational game (Appendix D), and a design for the evaluation and testing of a library management game.

The main body of the report is devoted to the development of three games and their description: (1) loan and duplication policies game; (2) book processing game (both computerized and manual versions); and (3) interlibrary loan game. The statement of the development of the games includes the formative testing of the games during which the library education community in Great Britain was introduced to their use. The evaluation described is primarily from this formative testing period; summative testing is not emphasized. The general comments on the evaluation of experiential teaching materials are excellent (as is the literature review), and the careful display of costing procedures of these games—a first in library literature—is extremely useful to other game developers.

The report should be included in collections serving library educators, both those in degree education and those in continuing and in-service education. The concern of the researchers for basing their models on research, for formative testing, and for costing are especially noteworthy for game developers among library educators.—*Martha Jane K. Zachert, Florida State University, Tallahassee.*

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