miniscence. The author shows an easy famil­

iarity with the bibliography of the presses
he discusses, and he draws copiously on a
long list of historical and critical writings
("Selective


Although the emphasis of the book is on
the most artistic products of various presses,
the author recognizes the importance of in-

novations, conscientious craftsmanship, and
patterns of influence. Two of his longest
sections treat Theodore Low De Vinne and
Daniel Berkeley Updike, for example, con-
cluding, however, that neither was a great
typographic artist comparable to Bruce Rog-

gers or Frederick W. Gowdy (also treated at
length). On a different plane, he even pays
unexpected tribute to Elbert Hubbard and
the Roycroft Press. He includes and dis-
cusses many examples that do not meet, in
the author's judgment, the highest

standards of typographic art. These increase
the interpretive value of the presentation.

The History of Printing in America be-

longs on the shelves of most academic li-

braries. The devil that plagues reviewers
will not let me pass without noticing two
minor lapses that attracted my attention. On
page 36 he seems to date Buffon's Natural

History a hundred years before its publica-
tion. His citation to Michael Koenig's article
on DeVinne in his bibliography dates it in
1941 instead of 1971. These hardly detract
from the importance of the book.—Howard
W. Winger, Graduate Library School, Uni-

versity of Chicago.

Coping with Cuts. A Conference to Examine
the Problems Facing Academic Li-

braries in the Late 1970's at Holborn Li-

brary on Wednesday 13th July 1977.
Sponsored by the National Book League
Books and Students Committee. London:

Academic libraries in England have fallen
on hard times indeed: Norman Roberts,
writing in the November 1977 C&RL, tou-
ched upon some of the dire fiscal
realities now facing English college and uni-
versity libraries and enumerated several
steps they are taking to curtail spending;
the controversial Atkinson Report (reviewed
in the July 1977 C&RL), recommended a
self-renewing library of limited size (à la
Daniel Gore) as the government-imposed
model for future academic library de-
velopment.

If this flimsily bound typescript of five
short speeches (by a librarian, lecturer, stu-
dent, publisher, and bookseller) and two
discussions represents the only palliative to
the severe government cuts in book-buying
money and to astronomical inflation that the
133 participants in the conference could
suggest, then our English colleagues are
worse off than they realize, and we have
very little to learn from them in our own
efforts to cope with shrinking budgets.

To an American librarian abreast of the
professional literature, many of the sugges-
tions for coping seem quaint, outdated, and
simplest; they center around where and
what to cut rather than on such creative
responses as quantitative analysis of collection
growth and use and subsequent redistribu-
tion of available resources, the use of
sophisticated management techniques to
bring more rationality to the budgeting and

---

BEST BUYS
IN PRINT --
your map to hidden treasure!

The treasure is chests full of recent
books at discount prices --
books that are hard to find
because they are no longer
listed in Books In Print. Included
are best sellers, award winners, out-
standing academic press
titles and others in all
subject areas. This
treasure is remaindered
books which can save you
dollars. And Best Buys In Print
can save you time in locating them.

The first issue will be available in
March '78. Best Buys In Print will
be published quarterly -- $25/yr.

For information contact
Pierian Press P.O. Box 1808
Ann Arbor, Michigan 48106
allocation processes, institutional self-analysis and evaluation of strengths and weaknesses coupled with more formal planning.

Through all the collective hand wringing comes one speaker (neither a librarian nor a lecturer but a representative of the National Union of Students) with the most cogent and thoughtful—though undevelopedsuggestions for doing more with less: sharing of resources among libraries; fuller utilization of existing library resources; improved course planning and lecturer-library coordination; a more collective approach in learning methodologies and student library use; a more sharply defined distinction between research institutions and undergraduate teaching institutions together with corresponding differences in the library resources of each.

For those interested in comparative librarianship there are some revealing contrasts to be seen between England and the United States in higher education financing and control, use of library materials by students, selection and types of library materials, teaching methods, collection evaluation practices, etc., but not enough, however, to compensate for the minor contribution this work makes to the literature of retrenchment and reanalysis.

Some unintended humor worthy of a "Monty Python" script finds its way into the discussion report: "Dr. R.A. Wall: 'This is a very interesting idea. Perhaps Mr. Thompson could comment on it.' James Thompson: 'Well, I think it's a rotten idea myself!'. . . . Martyn Goff: 'I'm going to call a halt at this point.' " (p.83–84) American academic librarians, too, may call a halt at this point if they expect to find in this publication many useful ideas for coping with cuts.—Albert F. Maag, University Librarian, Capital University, Columbus, Ohio.

**ABSTRACTS**

The following abstracts are based on those prepared by the ERIC Clearinghouse on Information Resources, School of Education, Syracuse University.

Documents with an ED number here may be ordered in either microfiche (MF) or paper copy (HC) from the ERIC Document Reproduction Service, P.O. Box 190, Arlington, VA 22210. Orders should include ED number, specify format desired, and include payment for document and postage.

Further information on ordering documents and current postage charges may be obtained from a recent issue of Resources in Education.

**Academic Library Development Program: A Self Study.** North Carolina Univ., Charlotte. 1976. 179p. ED 142 227. MF—$0.83; HC—$10.03.

This report presents a 1975–76 comprehensive review of the University of North Carolina at Charlotte J. Murrey Atkins Library undertaken by staff members. Data and information were gathered from faculty, student, and library surveys, interviews, and by task forces in the areas of management and structural processes, human resources, library resources and services, and technology and facilities. The task forces studied the university and its library, the library's environment, the library's goals and objectives, and assessment of needs. Recommendations were made for five major areas studied: organization and management, planning, personnel, cataloging, and collection development. The task force reports are included in the text. The appendices contain project chronology, library goals and objectives and their analysis, library user inquiry and leadership questionnaires, opinion analysis, human resources survey, suggestions for staff development program, and library holdings tables.


This report outlines the development and evaluation of a library instruction program at Macquarie University in Australia, designed to help students use the subject catalog more quickly and effectively. Phase 1 of development established (1) objectives; (2) two methods of teaching—performance instruction and simulation of a real library situation; (3) two programs similar in sequence and content—audio-tutorial, with tape and mini-catalog for individuals and tape/slide for group instruction; and (4) three evaluation instruments—objective test on effective use of the subject catalog, performance test on search ability, and attitude survey. Trials revealed a weakness in failure to consider in detail the level