

Pergamon, 1979. 332p. \$42 hardcover, \$19.50 flexicover. LC 78-40530. ISBN 0-08-022254-4 hardcover; 0-08-23344-9 flexicover.

In this book William Garvey, a social psychologist and director of the Center for Research in Scientific Communication at Johns Hopkins University, has addressed the characteristics, peculiarities, strengths, and weaknesses of the scientific communication process. He does this from the standpoint of more than ten years of research, much of it supported by the National Science Foundation.

Garvey has written on this topic on many earlier occasions. What makes this book significant for librarians and information specialists (he states at the very beginning that he uses the terms interchangeably) is that he attempts to show us how knowledge of the information habits, preferences, and biases of scientists can help us to improve service to our user clientele. As a social scientist, Garvey argues that librarians as fellow social scientists should be able to adapt their practices to the needs and preferences of their users.

Garvey's work is important if we are disturbed by repeated user studies that confirm the library is, for scientists and engineers, a low-ranking source of information and the place to which they turn when all else has failed. These studies support Garvey's contention that we do not serve our clientele particularly well because we have paid little attention to their value systems and how they work.

Garvey addresses this book to us in part because "the technology for providing information services to scientists has been less successful than the sophistication of the technology warrants," and because he now finds that his "private concerns were being articulated by experts in the field of library/information science and technology."

As the author is the first to state, this book really presents no new findings or startling innovations. About 60 percent of it consists of reprints of earlier articles, written over the past ten years, that describe how Garvey and other social scientists planned and executed studies of the full spectrum of scientific communication activities for specific disciplines.

The author hopes that they may, therefore, serve as examples of how librarians might explore the scientific communication of their constituency. The reprints are not redundant, because they appeared in journals that librarians are not likely to read. The effort to tie these previous studies to what librarians should do is probably not as helpful, however, as the author would like, because it leaves much to the initiative of the reader.

The importance of this book, to the reviewer, is in the first five chapters, which describe, more clearly and succinctly than he has seen previously, the process of scientific research, creation of knowledge, and dissemination of findings. The last of these chapters provides a capping stone in examining "The Librarian's Role as a Social Scientist."

The book will be useful and supportive reading for any librarian who aspires to more than passive collection building and to more than fetching and carrying at the sometimes misdirected and confused whim of the scholarly patron, and who wants to become a full and acknowledged partner in the information process, helping users in the areas in which they are not knowledgeable (and perhaps not interested) enough to properly serve themselves.

It is probably the best indication of the reviewer's opinion of this work to report that he has assigned its preface and first chapter as required reading for his library school class in the literature of science and technology.—Herbert S. White, *Indiana University, Bloomington.*

"The Economics of Academic Libraries."

Allen Kent, Jacob Cohen, and K. Leon Montgomery, issue editors. *Library Trends* 28:1-120 (Summer 1979). \$5. ISSN 0024-2594. (Available from: Univ. of Illinois Pr., Urbana, IL 61801.)

The title selected by the editors is a bit misleading. Actually, only two of the papers—and the least rewarding ones at that—deal directly with the economics of academic libraries. Jacob Cohen and Kenneth W. Leeson marshal an array of previously published statistics to confirm some propositions that most academic librarians know all too well: library budgets have de-

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clined during the decade of the 1970s, personnel expenditures are consuming an increasingly large share of those budgets, and materials expenditures have been redistributed in favor of serials and at the expense of monographs.

In a later chapter, Miriam A. Drake and Harold A. Olsen conclude that the continuing financial pressure upon academic libraries will force them to innovate. The tendency to substitute machines for humans in the performance of routine tasks will escalate. Networks will grow in size and in the diversity of services offered. New ways of financing library services will have to be found.

The remaining papers, with one delightful exception, suggest that economic theory can provide important new insights to our understanding of academic libraries and their problems.

The introductory chapter by Richard B. McKenzie succeeds admirably in making the basic conceptual framework of the "dismal science" comprehensible to the librarian unfamiliar with its mysteries. His explanations of the interaction of supply and demand, market behavior, profit maximization, and similar economic terms will adequately prepare even the neophyte for the succeeding chapters.

Separate papers by Donald W. King and Yale M. Braunstein address the controversial issue of user fees. King identifies several alternative pricing policies that the library may consider and suggests that different services such as on-line literature searching, interlibrary loans, etc., may require different pricing strategies. According to this analysis, fees for on-line searching and photocopying are appropriate and interlibrary loan fees may be appropriate, but charges for direct borrowing by patrons should be avoided. King concludes with a cautionary note advising librarians who adopt such fees to weigh carefully both the administrative costs of user charges and the difficult-to-quantify societal benefits derived from the use of library materials or services.

Braunstein points out that library use implies a cost not only to the library but to the user and other patrons as well. These invisible user costs include the time, money, and effort spent going to the library and the

loss of these brought about by the actions of other users. In today's world, the library no longer enjoys a monopoly of information services. If the library is to survive in an increasingly competitive market, it must become more efficient. Braunstein argues that library efficiency can be enhanced by the adoption of appropriate pricing policies and by tailoring services to better meet patron needs.

The most provocative paper in the collection is Michael D. Cooper's "Economics of Library Size: A Preliminary Inquiry." His empirical research, conducted in the public library setting but still applicable to academic libraries, seems to indicate that average costs per measurable unit of output—measurable output includes materials cataloged, reference questions answered, items circulated, etc.—remain the same regardless of the size of the library or the population it serves. Despite the methodological problems that Cooper recognizes, including the difficulty of measuring many forms of library output, assigning appropriate weights to different kinds of output, and recognizing differences in the quality of output, this is an important study, which alone justifies the purchase of the volume.

The concluding essay by Maurice B. Line, entitled "The Psychopathology of Uneconomics," is pure delight. The responses of librarians unaccustomed to thinking in economic terms to growing demands that they do so are neatly and humorously classified. Students, faculty, and academic administrators are not spared, either. Line concludes with an apt reminder that an economic and systematic approach to librarianship is essential if we are to achieve our ultimate purpose of providing the best possible service to library users.—Robert L. Burr, *Gonzaga University, Spokane, Washington*.

American Library Association. Collection Development Committee. *Guidelines for Collection Development*. David Perkins, editor. Chicago: American Library Assn., 1979. 78p. \$5. LC 79-16971. ISBN 0-8389-3231-2.

Budgetary constraints and a growth in resource sharing have given libraries the impetus to establish new collection policies or

to revise old ones. This valuable publication brings together four guidelines that will greatly assist in this process. Task forces within the Resources Section of ALA's Resources and Technical Services Division (RTSD) have worked on these guidelines since 1974; librarians will find the guidelines well worth the wait.

The "Guidelines for the Formulation of Collection Development Policies" give a general overview of the need for clearly written policies and also present detailed suggestions on specifics to include in the policy, such as levels of collecting and language codes. The guidelines recommend that analysis of collecting by subject field be broken down by detailed Library of Congress class; the specific breakdown into subdivisions used in the comparative shelflist measurement project is included in the appendixes.

The "Guidelines for the Evaluation of the Effectiveness of Library Collections" list methods to use to determine if the collection is actually meeting the library's goals. Specific evaluation methods are listed, along with the pros and cons of each.

The "Guidelines for the Review of Library Collections" provide recommendations on ways to select items for discard, storage, or preservation.

And the "Guidelines for the Allocation of Library Materials Budgets" list factors to consider in budget allocation, methods to use, and a description of allocation by formula. A citation to, and description of, formulas proposed by McGrath, Dillehay, Gold, Kohut, and Pierce are given in the appendix.

Bibliographies compiled by three of the task forces are included, plus a separate, annotated list of items on collection development policies that was compiled by a special committee of the California Library Association. Although the annotations are helpful, this one section of the bibliography is older and lacks some important citations. (The excellent articles on collection development that appeared in the Winter 1979 issue of *Library Resources & Technical Services* are too recent to be included in the bibliography; they complement these guidelines and should be read with them.)

These guidelines, especially the one on