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Donald V. Black and Carlos A. Cuadra have developed this 1975 edition by merging, updating, and expanding material found in both 1972 publications. Descriptions of consortia that went out of existence by 1974 were deleted, and data on over a dozen new cooperative groups were added. The resulting volume contains entries for 264 consortia, providing for each the following information: name and date of founding; geographical area served; members and dates of joining; purposes and objectives; current activities; projected activities; conditions of participation; annual budget and sources of funding; staffing; advisory boards; publications; location of headquarters; and contact person.

There are several significant academic library networks that are not listed in this second edition (e.g., PALINET, SLICE, SOLINET, the SUNY library system, and the Research Libraries Group). Similarly, entries for some organizations are over four years old and now obsolete. Nevertheless, this book can be useful to those interested in learning about cooperative groups. Indexes to consortia by activities (ranging from acquisitions to workshops), by names of organizations (including parent bodies and acronyms), and by geographical areas served simplify the location of information. Unfortunately, this new *Directory of Academic Library Consortia* lacks the detailed analyses of data, comparisons, and statistical tables found in both the first edition and its supplement.—Leonard Grundt, Professor and Chairperson, Library Department, Nassau Community College, Garden City, New York.

*Media in Higher Education, The Critical Issues: Ideas, Analysis, Confrontation.* Pullman, Wash.: Information Futures, 1976. 111p. \$13.85.

In February 1976 Information Futures sponsored a "conference-seminar" on media in higher education. The purpose of the meeting was to identify and discuss—not solve—problems in the field of media in higher education. This publication is a result of that conference.

Most of the nine papers in this collection cover familiar ground; seven papers deal with "issues," and there are introduc-

tory and concluding ones. Margaret Chisholm's introductory paper defines media programs in terms of what media people do; she lists ten functions that characterize an optimum media program. W. C. Meierhenry considers "trends and pressures which have molded and shaped institutional programs in the present and past" (p.47). He finds eleven reasons why greater use of media in higher education has not occurred but considers the growth of interest in individualized instruction (exemplified by Sam Postlethwait and Fred S. Keller) an encouraging sign for the role of media in the future. Charles Vlcek and David M. Crossman take opposite stands on the thorny question of integrated library/media programs; Vlcek argues the combination is doomed to fail, while Crossman stoutly defends it. Vlcek's paper is heady stuff, even for the author (who found it desirable to describe the position advanced in his paper as overstated for the purpose of argument). Following this, Donald Riecks and John A. Davis consider centralized media services versus decentralized media services; Riecks surveys the structure of several large-campus media programs and concludes that centralization is "the most logical method of providing the interrelation of media support elements while making optimum use of available resources" (p.69), while Davis argues that "control of the media of instruction by any single agency is likely to be inimical to the goal of campus-wide improvement of instruction" (p.82). Gerald R. Brong (the issue editor) contributes two papers, one on information center management and the other on budgeting for media programs. The concluding paper, by Amo De Bernardis, exhorts media personnel to give "dynamic leadership" to the improvement of instruction. The theme of "improving" education is, in fact, a sort of conference keynote; when distinguishing between libraries and media programs, several contributors define libraries as entities that "support" instruction and media programs as entities that "improve" it.

The publication has some irritating features. There are misspellings: the Carnegie Commission is frequently rendered "Carnegie." There are also some rather odd grammatical constructions in the preface

and introduction: How does a "goal" [subject] "target at" [verb] something? The spiral-bound format is functional and probably economical, but not particularly eye-catching. The material, however, is useful and compactly presented.—*Cathleen Flanagan, Graduate School of Library Science, University of Illinois, Urbana-Champaign.*

Thompson, Anthony Hugh. *Censorship in Public Libraries in the United Kingdom during the Twentieth Century*. New York: Bowker, 1975. 236p. \$15.95. (ISBN 0-85935-019-3)

A revision of the author's master's thesis, this study purports to be the first thorough analysis of censorship in U.K. public libraries. It reveals, probably to the surprise of very few, that censorship has been frequently imposed on and practiced by those libraries. During the troubled years of World War II, for example, a refusal to purchase potentially troublesome political publications, including the *Daily Worker*, created a controversy in Southport, as did a ban on the purchase of Huxley's work on saving one's sight, *The Art of Seeing*. During the 1950s the book critic of the *West London Observer* conducted an editorial campaign against alleged library censorship to win a place on open shelves in West London for *Memoirs of Hecate County*. In the 1960s the Manchester Libraries Committee decided to purchase *Lady Chatterley's Lover* ("If the father of a 15-year-old girl does not want her to read *Lady C.*, it is his responsibility to stop her . . . borrowing it from the library"), whereas the Fleetwood Library Committee rejected the book because "it has the morals of a farmyard."

As in the U.S., well-publicized controversies over library materials in Britain have usually been the product of citizens' complaints (an outraged mother wrote to the *Bury Free Press* in 1960: "If members of the Town Council's libraries committee are aware of certain types of novels, some of them really disgusting . . ."), as well as the public decisions of library committees reluctant to endanger public morals and the support of libraries by local ratepayers.

Again, as in the U.S., British librarians have both favored and opposed library censorship. In 1928 Stanley Snaith, then chief assistant in Islington Public Libraries, ar-