

that publishing in the Third World, like broadcasting, "is largely run by and caters to urban elites whose tastes and values are shaped by European or American materials."

Keith Smith and Heriberto Schiro in their essays probe along the same vein as Golding when they look at publishing in Africa and Latin America. They both see the situation mostly as discouraging, presenting a challenge to inventiveness of authors and goodwill of governments. However, the use of books is basically a problem of the wider context of a country's cultural, political, economic, and social problems.

Papers by Altback, Oyeoku, Rizk, Alleyne, and Mordecai are concerned with scholarly and educational publishing in Southeast Asia, Africa, Egypt, and the Caribbean. They conclude that much needs to be done to right the "lopsided development" in publishing scholarly and educational materials. What is called for is establishment of national book councils made up of librarians, publishers, and booksellers to guide, encourage, and oversee national book publishing. But what is lacking is a good model for establishing such councils.

G. P. M. Walker concludes in his article that publishing in the USSR has taken a slightly different turn in the past decade. Where national publishing is tied in with the ideological and economic goals of that nation, there is movement away from dictating "what ought to be read."

At best one gets glimpses of a broad subject from this work. But what is written is well done and goes to some extent to present an accurate picture of the publishing scene. The commentaries are thoughtful and provide substantial documentation. What is needed is a comprehensive survey of Third World publishing.—*Miles M. Jackson, University of Hawaii at Manoa, Honolulu.*

Harris, Michael H., and Davis, Donald G., Jr. *American Library History: A Bibliography*. Foreword by Edward G. Holley. Austin: Univ. of Texas, 1978. 260p. \$18. LC 77-25499. ISBN 0-292-70332-5.

Michael Harris and Donald Davis, Jr., already well known as library historians and editors, have done librarianship a further service in producing *American Library His-*

tory: A Bibliography. There is no doubt that it will fulfill their hope of providing "librarians with some guidance in their examination of the history of American librarianship, while at the same time pointing the way for those scholars in other disciplines who would like to investigate one aspect or another of the history of library development in this country as part of broader studies of American social or intellectual history" (p. ix).

Indeed the book will be, by its comprehensiveness, the standard bibliography in its field, going as it does beyond books, pamphlets, and periodical articles to encompass the numerous master's and doctoral theses in library history and parts of larger works such as festschriften. Though the editors aimed to list only those works "written *consciously* as library history" (p. x), they have, in including material from the nineteenth century and earlier, as well as autobiographies, bibliographies, and various other original works, also incidentally provided access to a good deal of primary source material.

Given the 3,260 entries, it would have been impossible to supply annotations and critical comments for each, but an attempt to combine the enumerative with the selective approach was made in the introductions to the chapters. There the chapter topics are elucidated, major works in the field pointed out, and references made to supplementary bibliographies and other sources. Still, there is the unavoidable problem for users to sort out for themselves and for their own purposes the useful from the not so useful, the good from the indifferent. And, given the omissions that are also inevitable in a work of such scope (as Edward Holley notes in his thoughtful "Foreword"), serious researchers will, as always, have to go beyond it to search out additional materials on their particular topics.

The cutoff dates for the entries is 1976, but we are promised that access to significant post-1976 writings will be provided by the continuation in the *Journal of Library History* of its feature "The Year's Work in American Library History," out of which this volume grew.

The arrangement of entries into thirteen chapters, covering both general subjects and

types of libraries, with subdivisions, is sensible and fairly convenient, and there are author and subject indexes. Bibliographical information for each entry seems sufficient for retrieval of the item, though there are some errors and it would have been preferable (albeit more expensive) to have supplied authors' given names rather than only their initials.

With this publication, together with the appearance also in 1978 of the *Dictionary of American Library Biography* and the coverage of current publications and other news in the *Journal of Library History*, we now have for American librarianship essential tools for historical research and writing that we have long needed. Now wouldn't it be nice to have, as a companion, a guide to manuscript, archival, and other unpublished sources relevant to American library history? But that wish by no means diminishes the achievement of Harris and Davis in compiling this exceedingly useful and most welcome volume.—Phyllis Dain, *Columbia University, New York*.

Hardesty, Larry L. *Use of Slide/Tape Presentations in Academic Libraries*. Special Section: Sound/Slide Presentations: 6 Faults, by John Murphy. New York: Jeffrey Norton Publishers, Inc., 1978. 222p. \$8.95. LC 77-9215. ISBN 0-88432-006-5.

Hills, P. J.; Lincoln, L.; and Turner, L. P. *Evaluation of Tape-Slide Guides for Library Instruction*. British Library Research and Development Reports, 5378 HC. London: British Library, Research and Development Department, 1978. 106p. £5.; \$10. ISBN 0-905984-04-8. ISSN 0308-2385.

These two works explore the use of slide/tapes or tape-slides for library instruction in academic libraries from American and British viewpoints. Hardesty's book is a survey that looks at the question in order to provide particular information about the condition of slide/tapes as an overview, while Hills' evaluation tries to ascertain the value or worth of tape-slides used in library instruction.

In his well-organized survey of the use of slide/tape presentations in academic libraries, Larry Hardesty, of DePauw University, tackled a problem common to instruction li-

brarians in academic libraries: how to develop a media program that is economical to produce and effective to use and well received by librarians and users, "in the search for more effective methods to orient and instruct large numbers of students in the proper use of the academic library."

He surveyed libraries through Project LOEX (Library Orientation Instruction Exchange), identifying 104 libraries in 1975 and 193 in 1976 that used slide/tape presentations. Lacks of money, time, and expertise were the major problems identified by librarians for developing slide/tape programs. Hardesty lists the particulars for some seventy-five instruction slide/tapes and an even greater number of orientation slide/tapes. He gives the background of his two surveys and provides useful appendixes, including his survey letter and a list of information sources for library instruction.

As in any survey of this nature dependent on a clearinghouse, there are some gaps. (SUNY Albany for instance has five slide/tapes used for library instruction: library services, government documents, information retrieval, the card catalog, and a search strategy for library research, but is not included.)

Murphy's appendix lists "six typical faults which can doom any presentation." He cites these as being: vague purpose, too long, no interaction, ineffective visuals, improper use, and wrong equipment. Murphy's section is followed by a selected bibliography and a brief description of the British SCOUNL (Standing Conference on National and University Libraries) program, including reference to the *Evaluation of Tape-Slide Guides for Library Instruction* report.

P. J. Hills, director of the SCOUNL Tape/Slide Evaluation Project at the University of Surrey, England, in his report "sets out to describe a study on the introduction of an innovatory method in library user education in a number of universities and colleges throughout the United Kingdom." The project was "to investigate the preparation and use of tape-slide guides for user instruction in the context of the SCOUNL scheme" (which is a cooperative, systematic approach using a steering committee of librarians from different institutions to coordinate the production of tape-