

**LIBRARY
AND
INFORMATION
SCIENCE
ANNUAL**

VOLUME 3

1987



LIBRARY AND INFORMATION SCIENCE ANNUAL

VOLUME 3

1987

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1987

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LITTLETON, COLORADO

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LIBRARIES UNLIMITED, INC.
P.O. Box 263
Littleton, Colorado 80160-0263

ISBN 0-87287-596-2
ISSN 8755-2108

Library and Information Science Annual (formerly *Library Science Annual*) is a companion volume to *American Reference Books Annual*.

Libraries Unlimited books are bound with Type II nonwoven material that meets and exceeds National Association of State Textbook Administrators' Type II nonwoven material specifications Class A through E.

Publications Cited

FORM OF CITATION

PUBLICATION TITLE

ARBA

American Reference Books Annual

BL

Booklist

C&RL

College & Research Libraries

Choice

Choice

CLJ

Canadian Library Journal

EL

Emergency Librarian

JAL

Journal of Academic Librarianship

LJ

Library Journal

RBB

Reference Books Bulletin

RQ

RQ

SLJ

School Library Journal

SLMQ

School Library Media Quarterly

VOYA

Voice of Youth Advocates

WLB

Wilson Library Bulletin

Introduction

With this volume, *Library Science Annual* changes its title to *Library and Information Science Annual (LISCA)*. This change reflects our intention to expand the scope of this annual to include the closely related field of information science in more depth. The reader will note that there is a greater number of reviews on information science included this year, and we plan to include even more comprehensive coverage in volume 4. We hope that readers will appreciate the substantially enlarged scope of *LISCA*. In order to facilitate this expansion of materials included and the broadening of *LISCA*'s focus, Dr. Ann Prentice, Director of the Graduate School of Library and Information Science, University of Tennessee, has kindly agreed to assist us as our new associate editor.

LISCA volume 3 retains the same broad objectives of the first two volumes:

1. To review all English-language monographs and reference books in library science published in a year, not just selected or recommended titles. Volume 1 reviewed 253 titles, principally U.S., a few Canadian imprints, and some other imprints distributed in the United States. Volume 2, extending coverage of Canadian imprints, reviewed 305 titles. Volume 3, with even greater coverage of Canadian and British titles, reviews 382.
2. To evaluate systematically all English-language library science periodicals and indexing services. Each year, the editors of *LISCA* will select titles for review. Forty-two periodicals published in the United States and Canada were reviewed in volume 1, including some of national or regional interest

and some that are subject-oriented. Volume 2 reviewed twenty-two titles and began coverage of library science databases with reviews of *LIBRARY LITERATURE (WILSONLINE)* and *LIBRARY & INFORMATION SCIENCE ABSTRACTS (LISA)*. Volume 3 reviews 41 periodical titles.

3. To highlight research trends in library science by providing abstracts of the most significant doctoral dissertations produced in a year. For volume 1, Gail A. Schlachter contributed abstracts of 32 dissertations. For volume 2, she expanded coverage to 50 abstracts. Volume 3 contains 40 abstracts.
4. To report on the production and distribution of knowledge in library and information science through essays by prominent library educators, practitioners, and publishers. Specific areas will be emphasized in each volume. For example, volume 1 included several essays on library science publishing. Volume 2 featured several important articles on reviewing. Volume 3 begins with an informative discussion of collection development by our new associate editor, Ann Prentice. This year's essay on a library science publisher is from Oryx Press, and recounts that company's development since its founding in the early 1970s. In accordance with *LISCA*'s expanded coverage of information technology, volume 3 includes essays on computers by Carol Tenopir and Myke Gluck. Completing part 1 are two reports on research in the field, written by Daniel Barron and

the team of Ron Powell and Sharon Baker.

5. To attempt, over time, a permanent record of the intellectual activity in librarianship and to impose bibliographic control over the literature.
6. As was noted earlier, *LISCA* now covers more Canadian and British materials. In contrast to previous volumes that included foreign titles only if available from U.S. distributors, all Canadian titles known to the publisher are included here, as well as many British titles. We hope that next year this coverage will be complete for Canada and that we will be able to include many more British titles.

Certain categories of materials are not covered in *LISCA*. Those include specific periodical articles, publications of vanity presses, and certain in-house publications which are institution-specific. For the time being, limited distribution research reports, audiovisual materials, and some continuing education "kits" produced by ALA divisions or affiliates will not be covered.

REVIEWING POLICY

The editors of *Library and Information Science Annual* have applied the same rigorous reviewing standards that *American Reference Books Annual* is noted for. The *LISCA* staff keeps an up-to-date list of well-qualified library educators and practitioners so that books may be assigned for review appropriately. This year *LISCA* has used the services of 167 librarians and scholars at libraries and universities throughout the United States and Canada; their names are listed following this introduction. Reviews in *LISCA* are signed as a matter of editorial policy.

Standard instructions for *LISCA* reviewers, prepared by the editorial staff, are briefly summarized here: Reviewers should discuss the work and then provide well-documented critical comments, positive or negative. Such things as the usefulness of the given work; organization, execution, and pertinence of contents; prose style; format; availability of supplementary materials (e.g., indexes, appendices); and similarity to other works and/or previous editions

are normally discussed. Reviewers are encouraged to note intended audience and/or level, but the review need not conclude with specific recommendations for purchase.

All the materials reviewed are given full bibliographic description, and citations to other review sources are given for books.

ARRANGEMENT

LISCA is arranged in four parts. Part 1 contains 6 essays contributed by authors well known in Canada and the United States, treating various library and information science publishing areas. Part 2, comprising reviews of 382 books, is arranged into subjects, including such areas as automation, cataloging, comparative and international librarianship, information technology, school library media centers, and special libraries and collections. Reviews of 41 periodicals, arranged under the headings National, Subject-oriented, and Regional, compose part 3. The fourth and final part has abstracts of 40 dissertations listed alphabetically by author's name.

AUDIENCE

We hope that all professional librarians will benefit from *Library and Information Science Annual*. It has been created with the needs of students and researchers, practitioners and library educators in mind. We believe that publishers and other information professionals will also find much of interest. We urge librarians to contribute their suggestions for improvement, and to support our efforts to create an outstanding annual review for librarians in the United States and internationally.

ACKNOWLEDGMENTS

In closing, we wish to express our gratitude to the many contributors without whose support this third volume of *LISCA* could not have been compiled. We would also like to thank the members of our staff who were instrumental in the preparation of *LISCA*: assistant editors Anna Grace Patterson and Sharon Kincaide, as well as Judy Gay Matthews and Carmel Huestis. Special recognition should be given to Debbie Burnham-Kidwell, who compiled the author/title and subject indexes.

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Part I
ESSAYS



Collection Development in Schools of Library and Information Science

Ann E. Prentice

BACKGROUND

Library collections in support of education for librarianship predate the formal opening of the School of Library Economy at Columbia University by Melvil Dewey in 1887. Several years before opening the school, Dewey had begun to collect materials he planned to use in the instructional program. The curriculum emphasis would be on practical training and materials were selected to support that objective. When the school was opened "materials for a special library were collected ... and all important forthcoming publications were to be added to this collection."¹ Duplicate copies of important and heavily used books were to be acquired so that students would not be prevented by cost or difficulty of access from reading them.

Concurrent with Dewey's collection of materials, the American Library Association (ALA) began collecting a "Bibliothecal Museum" which included "library catalogs, reports, application blanks, and models illustrating library methods, fittings and supplies."² This collection was located at Columbia University and when the school was moved to the State Library at Albany, New York, in 1889, the collection was moved with it and continued to support the instructional program. The collection continued to grow and to include all aspects of library science practice. In addition, there was also a practice cataloging collection. The 1911 fire at the State Library destroyed this collection, which had reached nearly ten thousand volumes. A collection in support of the school was rebuilt along the lines of the earlier collection, and although many of the lost items could never be replaced, the new collection was adequate to meet the needs of the instructional program.

The Library School of the New York Public Library opened in 1911 and the curriculum was supported by a collection of books in "technical or professional subjects, books needed for quick reference when there is not time to consult the reference department of the library and books needed (chiefly translations of foreign novels) for the course in fiction or for the study of criticism."³ When the two schools were joined to become Columbia University's School of Library Service in 1927, their collections were combined and included works on library economy, practice collections, a historical collection of children's books, periodicals, and writings of alumni. By 1937, the collection had increased to some twenty-one thousand volumes and approximately two hundred periodicals. The collection development policy elements set forth by Dewey served as the base for this library, which has become the collection of record for library and information science.

Other schools in their early days were located in university libraries with the director of the library often serving as director of the school. In this configuration, the library served as a laboratory for the students. There was therefore no need for practice collections. Several schools began to develop their own collections, and by 1937 each of the accredited schools had its own collection.⁴ Collection development policy followed the curriculum needs of the school. Practice collections in cataloging and reference plus a small professional collection were the norm in the separate collections. These two early approaches to the library and information science collection, the separate collection and the integrated collection, continue to serve as models.

Over the past century, materials needed to support the library and information science collection have developed from those that described the practice of librarianship to become multidisciplinary, and include information concerned with creation, recording, transmission, storage, retrieval, and use of information as well as the social and political environments in which the various information professions are practiced. The collections are developed in concert with the curriculum, support it and, to a degree, through this support determine the quality of the program in instruction.

Limited guidance in collection development was provided by standards for accreditation set forth by the American Library Association. The first standards for accreditation adopted in 1925 required "library facilities adequate for research." Subsequent standards stated "that the collection be judged in relation to the curriculum offered and that it be adequate in scope, size, content, and availability to support the goals and objectives of the school."⁵

During the 1960s and early 1970s there were several studies of library school libraries and their collection development. David Kaser's study of library school libraries was published in the *Journal of Education for Librarianship*.⁶ Thirty-six schools responded to his questionnaire, twenty-nine of which had separate collections. There was wide variation in size of collection, availability, and materials expenditures. This article described collections and did not address collection development. A study by Kiewitt, Head of the Graduate School Library at the University of Indiana, was also published in the *Journal of Education for Librarianship* (in 1972),⁷ and collected data from librarians and deans of accredited schools of library and information science to determine the need for a core reference collection and to identify the reference sources in the school's collection. She found that 85 percent of those responding favored a core reference collection, as it was convenient, allowed for heavy student use, and prevented interference with the reference activity of the university library. Some of those responding cited cost and duplication as limiting factors in student searching as negatives of practice collections.

In 1973 Finguson stated that accredited library schools should operate self-contained libraries as experimental libraries for the training of students.⁸ He objected to the use of the university library as the information resource and access area for students and recommended that the library school collection be used more intensively.

ESTABLISHING GUIDELINES

As a means of gaining control over the literature of library and information science, a conference on the "Bibliographic Control of Library Science Literature" was held at the State University of New York at Albany in April 1968. Robert Lee of the Department of Librarianship at Kansas State Teachers' College set forth guidelines for the development of a library school library.⁹ He recommended that there be a separate library science collection, as it was easier for students to use, it could be used as a laboratory, and it would keep students isolated. He also projected a reduction in photocopying costs. The objectives of the library were to support the curriculum in the following ways:

- Make a wide range of library literature available.
- Provide basic supplementary and research materials.
- Provide suitable space and facilities.
- Serve as a model of effective modern practice.
- Provide a climate to encourage reading and study.

The collection development policy to support the school's aims is controlled by a number of factors from outside the school. These include the relationship between the university library and the library school, student and faculty access to children's and young adult collections, access to campus audiovisual services, and the availability of funds and space. Levels of collecting within each area would depend on both program objectives and the overall university collection development policy. The selection policy should be based on the following assumptions concerning the selector:

- A thorough knowledge of the curriculum, course outlines, and needs of the library science community.
- An ability to stimulate and anticipate use of material.
- The intent to maintain a balanced collection to meet both general and special demand.
- An ability to recognize the merit, usefulness, and timeliness or permanence of an item.
- The experience necessary to understand and maintain quality.