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Review of Collection Management for the 1990s

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tion. Library school educators will also find it invaluable in teaching preservation and may find it useful as a supplemental text in library management courses.—*Lorraine H. Olley, Preservation Department Head, Indiana University Libraries, Bloomington.*

The Americans With Disabilities Act: Its Impact on Libraries. Ed. by Joanne L. Crispen. Chicago: Assn. of Specialized and Cooperative Library Agencies, 1993. 163p. \$25 ASCLA members; \$28 others (ISBN 0-8389-7636-0). LC 92-37146.

This book contains the text of proceedings from the Americans with Disabilities Act (ADA) preconference workshop that preceded the American Library Association 1992 Annual Conference in San Francisco. After reading the opening chapter, which is a cursory primer on the ADA and its regulations, I wondered if it was possible to tease a fresh perspective out of a relatively well-documented law. But, in fact, the book breaks new ground in providing valuable technical guidelines for library staff.

One of the book's assets is that the contributors, including a few of the drafters of the ADA, are disability policymakers. The spirit of the law is captured vividly in their formal comments as well as in question-and-answer sessions. One noteworthy chapter includes a succinct summary of the evolution of disability-related legislation from a rehabilitative social policy model to a nondiscriminatory civil rights model. The ADA is the result of years of advocacy, and its importance is magnified when provided from this perspective.

The chapters describing exemplary programs, adaptive devices, and attitudinal barriers such as paternalism and stereotyping will all be valuable resources for individuals planning to improve accessibility in their libraries. The real meat of the book is its appendix, which comprises 108 of the book's 163 pages.

Foremost is an extensive self-evaluation checklist for public libraries that was developed by the Florida State Library. This checklist reviews employment opportunity practices, grievance procedures, communication and interaction with patrons with disabilities, and physical accessibility guidelines (using the Americans With Dis-

abilities Act Accessibility Guidelines). By conducting the self-evaluation, libraries will confront challenging questions that may reveal their administrative and/or structural barriers to individuals with disabilities.

The Americans With Disabilities Act is the kind of legislation that will unfold over time. Its parameters will be defined as complaints are settled and court cases are decided. Because of its currency, this book offers a more pragmatic approach than earlier books on this subject. It is recommended mainly for the valuable library self-evaluation checklist.—*Christopher G. Lewis, Media Reference Librarian, American University, Washington, D.C.*

Collection Management for the 1990s. Ed. by Joseph J. Branin. ALCTS Papers on Library Technical Services and Collections, no. 3. Chicago: American Library Assn., 1993. 178p. \$22.50 members; \$25 others (ISBN 0-8389-0595-1). LC 92-25859.

For more than fifteen years, the Library Collections and Technical Services Division of the American Library Association has been actively engaged in presenting a series of intensive institutes on collection management and development at various locations around the country. *Collection Management for the 1990s*, the proceedings of one of the institutes held in Chicago in 1989, serves two functions. First, the volume stands as documentary evidence of a movement toward defining a useful and cohesive theory of collection management during the 1980s. Second, it is a useful compendium of essays on techniques and organizational issues in collection management.

The volume touches virtually every major issue that affects collection management and development in colleges and universities. Two authors present introductions showing institutional examples of methods of collection assessment and use/user evaluation. Another essay correlates common methods for allocating library materials budgets to the institutional, library, and individual tiers of goal-based planning. One author uses a conceptual framework drawn from an earlier work to distinguish between macro (collection) and micro (item) levels of preservation decision making in his

"practicum" on selection processes in preservation. There are also three essays on cooperative collection development that present concentric and distributive models of cooperation as represented by the Center for Research Libraries and the Illinois Cooperative Collection Development Project.

While all of the articles on techniques are accurate and informative, their publication value might have been improved by covering each issue in greater depth. Also, the authors' presentations on the influence of emerging information technologies are not evenly or adequately represented. One of the volume's highlights is an essay on the integration of automation in collection management that provides guidance on the construction of new computer-based tools for managing information resources.

In the most engaging essay in the entire volume, the author relates the perception of marginalization of the university library in major institutional capital campaigns to what he refers to as a "decentering of the library." Accordingly, libraries can reassert their centrality through political activities such as "constituency-building" and by creating strategic plans that are closely aligned to the planning initiatives of their parent institutions. The article foreshadows the recent report by the Association of Research Libraries that documents the erosion of institutional resource support for academic libraries.

One final criticism is that the volume focuses primarily on the administrative agenda of the academic library community in regards to collection management and development. The lead essay notes that there is a "paucity of information" about collection development in public libraries and, as with smaller university and college libraries, "how they do collection development, whether they worry about issues of preservation, cooperation, serials prices, etc." For this reason, and because of the brevity of the content of many of the essays, readers may prefer to consult Osburn and Atkinson's *Collection Management: A New Treatise* (JAI, 1991) for a more thorough treatment of issues concerning collection management. Nevertheless, this is a good synthesis of core issues and an important record of the evolution of collection management and development as a discipline in library and information studies.—William

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The Information Broker's Handbook. By Sue Rugge and Alfred Glossbrenner. Blue Ridge Summit, Pa.: Windcrest/McGraw-Hill, 1992. 379p. With 5 1/4-inch diskette. \$39.95 (ISBN 0-8306-3798-2); paper, \$29.95 (ISBN 0-8306-3797-4). LC 91-44822.

Every frontline librarian has been, or will be, approached by someone wanting to set up an information broker business. Librarians are on the periphery of this industry, dealing with information brokers in libraries, being offered opportunities to do fee-based research for patrons, perhaps even considering going into business themselves on especially bureaucratic and meeting-bound days.

This book is a good, provocative, and frustrating reference source for such situations. It should be in every library, both public and academic, but it is, regrettably, not all that it should be considering the authors' credentials. Rugge cofounded Information On Demand (IOD) and is now the principal of the Rugge Group, which provides research services. Glossbrenner is the author of numerous books on personal computer communications, online searching, Genie, and CompuServe.

Their book is valuable to librarians for its sense of business and marketing and enlightening to beginners in the information field for its introduction to online sources. Much of the advice is excellent. For example, if you can search, join forces with someone who can sell, and if you can sell, team up with someone who can search. When interviewing, prepare, then really listen. After the call, review, annotate, and expand the notes of the interview; do not rush off to follow another lead. Tell your clients what you can do for them, not what you do, and never let a client sit at your shoulder when you conduct an online search. Academics and engineers are bad clients.

The authors are very good at describing the process of interviewing, confirming the assignment, delivering the information, and at identifying the attendant forms, letters, and financial understandings accompanying each step. For example, when preparing a quotation, estimate how many hours the project will take, add one-third