

LIBRARIES for NURSING

Bulletin

Volume 16 Number 2

Summer 1996



LIBRARIANS AND RESEARCHERS :

Partnership and potential

Library use by nursing researchers in Spain

Reviews and news

LfN

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L/N BULLETIN

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EDITORIAL

This issue has the theme of librarians and researchers. The first article is from Sandra Jowett, written while she was at the NFER. She wrote the report *Challenges and change in nurse education - a study of the implementation of Project 2000*, NFER, jointly with Irene Walton. It is very pleasing to have a contribution from such an eminent researcher and also to have her recognition of the role of librarians in helping to produce good quality research reports. The second contribution looks at the increasing role of research and hence the use of nursing libraries in Spain. It is interesting that in another European Community nation, nursing and nursing libraries are undergoing the same kinds of changes that have taken place in the United Kingdom.

Add to these substantial articles the usual mix of reviews, news, information and blatant space fillers and you have another exciting *Bulletin*. Don't feel that this lets you off the hook, though. We are always pleased to receive anything that you think would interest librarians working with nurses. Contributions can be sent to the co-editors or any of the Committee Members listed in the back pages of this issue.

Rather sadly, by the time you read this the LfN Committee will have lost two of its longest serving and stalwart members. Anne Lawrence has moved away from responsibility for nurses and on to bigger things at the University of the West of England, while Sally Hernando has taken up a new post at the Wellcome Institute. We wish them both well and thank them for the great efforts they have made on behalf of LfN over the last many years. It is hoped that new committee members will be elected at the AGM on 17th June 1996.

The Editors

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LIBRARIANS AND RESEARCH WORKERS - THEIR PARTNERSHIPS AND POTENTIAL

Sandra Jowett
NFER

This paper addresses the realities of research: how it is funded and undertaken and what the joys and challenges are. It is intended to be of interest to librarians - the professional group who play such a vital role in the production of high-quality, well-balanced research reports.

Background

I am speaking as an active educational researcher, having worked on funded research studies full-time for the last 17 years and drawn upon library resources a great deal. Here I want to talk about research funding and some of the practicalities of research as well as the role of librarians and why their support is so vital. I am employed by the National Foundation for Educational Research (NFER), founded in 1946, which is the leading educational research body in the country. It is an independent organisation undertaking research and development across all sectors of education - from preschool to higher education - and professional and vocational matters. The approach taken is 'scientific, apolitical and non-partisan' (NFER, 1994-5) for both research and the extensive field surveys undertaken. The aim of the organisation is to produce objective evidence on a variety of educational issues for teachers, administrators, parents and the research community. Many of our reports are published in-house and the NFER's Department of Information has developed expertise in the production of attractive, accessible, reasonably priced publications.

Research funding

All the work that the NFER undertakes has to be funded from somewhere! There is a variety of sources - large and small. In the last few years I have undertaken work funded by the Department of Health, the Department of Education and Employment, Berkshire Community Health NHS Trust and Newham Social Services. Individual institutions and charities are also sources of financial support. The scale of work varies significantly - my own 'spread' has been from £15,000 for a local study to £250,000 for a national evaluation over four years. The cost is based on staff salaries and overheads of 60 per cent. In addition, there is some funding that comes to the Foundation (membership money) from the Council of Local Education Authorities (CLEA).

There are a variety of mechanisms through which funding is secured, some in response to requests from sponsors for proposals and others which are unsolicited ideas put to bodies that might be interested. Some work comes as a follow-on in an area where the Foundation has a good track record or particular expertise. The need to secure steady, continuing funding means that relationships with sponsors are paramount. The Foundation's reputation for producing high-quality reports to time is important not only in professional terms but also in terms of attracting further work. One of the frustrations for those engaged in research can be the necessity to secure funding for all their activities. Researchers often share the perspective of those who ask: 'But

why didn't you interview that group as well?' or 'Why didn't you follow these people up?' But one of the challenges they face is to turn research ideas and questions into a do-able study and then do it!

The first stage at which librarians and research workers may collaborate is when a proposal for new research is being produced. A thorough (and speedy!) search for up-to-date information about the topic of inquiry may be needed. This background work can involve telephone calls to others working in the proposed field and every proposal will need a background section showing that the author is familiar with the key issues and can substantiate the need for further work. Dates for proposal submissions to sponsors are absolute and the support of librarians at this stage can be vital.

The research process

Having been successful with a proposal and secured funding (which of course only happens to some proposals), the next task is to make that proposal work and establish precisely what is to be done where, when and by whom. The four-year study that I referred to was concerned with the implementation of Project 2000 - a very significant change in the way students are prepared for nursing - which was introduced in England in 1989. The proposal established that work would be undertaken in six locations across the country, identified some of the issues to be covered and outlined, in very broad terms, what the investigation would cover. Project 2000's introduction had an impact on those delivering nursing care and those in nurse education, as well as health care managers and staff in higher education who would be contributing to the new courses. There was an enormous range of people to be invited to take part in the study.

Having decided which six locations would be studied (in collaboration with an Advisory Group of senior colleagues from the nursing world), a process of establishing contact, requesting access and explaining the purpose and strategy of the research began. One of the criteria for selecting the six was that there was a geographical spread across the country so considerable travelling was involved in establishing this ground. Having negotiated access and spoken to very senior personnel on each site, fieldwork snowballed as several rounds of interviewing were conducted with a range of staff and students.

The Foundation's work is undertaken on a confidential and (in the vast majority of cases) anonymous basis, and participation is always voluntary. There are sometimes tensions and uncertainties to negotiate. The work I have referred to was investigating a significant, and potentially threatening, change and it was important to emphasise to *everyone* with whom the research team had contact that the investigation was concerned with achievements as well as areas that needed developing and was intended to be constructive. A draft report was promised to each site so that they could comment on how the information they had given was presented.

The demands of this sustained work with such a range of personnel across the country can be considerable! One obvious challenge on an inquiry into the scale of the Project 2000 work was that of working in so many varied sites. There were hospitals, clinics (indeed anywhere students undertook placements), respondents' homes and colleges. The research worker needs

always to be conscious that interviewees generally have very packed schedules and the time and place of the interviews need to be set accordingly. The interviewer's responsibility is always to appear fresh and friendly, making clear how valuable the respondent's contribution is to the progress of the research. The 50th interview for the researcher is the first (or sometimes one of a small series in a longitudinal study) for the respondent and the same level of interest in, and enthusiasm for, their responses has to be displayed as was for the first. Each interview needs to be recorded accurately in a set of notes as each represents a significant source of data, providing invaluable information and insights. The significance of these relationships with those who provide our evidence may not always be apparent to those unfamiliar with the practicalities of the research process.

The rewards

Having outlined some of the stress points when undertaking research, it is important to emphasise the pluses. It was exciting to be commissioned to undertake the study of the implementation of Project 2000, for example. This was a new development with significant implications for the future of nurse education and nursing and it made sense to monitor the changes to provide objective evidence that could enhance future developments. It was important to obtain an all-round perspective and pull together the views and experiences of a variety of key players. There were early reports of 'success' and 'failure' in the press. Our task was to establish an overview - to give all respondents an opportunity to present their perspectives. What was it like for students to be the personification of the change? How much has the course changed in teaching staffs' opinion? Are the course aims being realised? What do nursing practitioners think about the placement arrangements? Are there general mismatches or areas of confusion? How would people implement the course differently given another chance?

The aim is to produce findings that inform and influence. The English National Board for Nursing, Midwifery and Health Visiting, for example (who were represented on our Advisory Group), explained to us how the study's evidence and reflections would be fed into policy-making and have an impact on decision-making and the current climate of opinion. Work that we undertook on health and well-being amongst young people in the London Borough of Newham was designed to provide information for policy-makers. A database was generated from questionnaire responses from Year 8 and Year 10 students and the information and concerns recorded were fed into the policy-making system. A range of channels for dissemination is utilised at the Foundation and reaching the appropriate target audience is taken seriously. Clearly again the library's information services and systems have an important part to play - another valuable collaborative exercise.

Challenges

The most important challenge is, of course, getting the research done! Setting it up and keeping it on course is demanding. The fieldwork can be pure SLOG and the team sometimes need to pull on all their professionalism when gathering and recording data and keeping up the MOMENTUM. All data have to be analysed systematically - sometimes quantitatively (probably drawing on expertise from statistician colleagues), and sometimes qualitatively, using a variety of well-established analytical procedures. All the findings then have to be written-up, usually to publication standard.

The librarians' role

As stated, librarian colleagues have a vital role in the production of high-quality, well-balanced research reports. Calls for proposals sometimes refer in passing (not fully referenced!) to ongoing and completed work of direct relevance, and locating this PROMPTLY is a task for a skilled librarian. In contrast, a large four-year study necessitates setting up a system to keep up-to-date with the current literature over a considerable period. A variety of sources are appropriate and a breadth of material needs to be accessed. For the work on young people's health in Newham, for example, as well as the search for related work, background data were collected from the Department of the Environment, the Office of Population and Census Surveys and the Department for Education and Employment. During the last 18 months I have needed library support in relation to Project 2000, young people's health and well-being, sex education in secondary schools, speech and language therapy provision, parental choice of secondary school and the Code of Practice for the Identification and Assessment of Pupils with Special Educational Needs.

The Foundation's library

The library staff are a continuing source of information in that they obtain significant documents as they appear. Education Acts and Circulars, for example, will automatically be available to us. Major reports relating to education will similarly 'emerge' for our benefit. *The Times Educational Supplement* also provides a weekly source of information about publications and papers we might utilise. In addition to this systematic perusal and the individual liaison they will undertake with researchers, the library staff also maintain the following:

- research project listings - research reports and other publications presented by topic
 - specific good practice guidance, e.g. suggestions concerning literature reviews produced as a laminated sheet
 - CD ROMS, e.g. Chidata (National Children's Bureau), ERIC, PsycLit
 - Current awareness bulletins - list journal articles and other new resources (in addition to a monthly New Books list)
 - 200 bibliographies - popular sources that are continuously updated.
- They will be put on a database using Procite - bibliographic formatting software - for loading on to the research information network. (This is an area in which close liaison with a researcher is essential - the first annotated bibliography has recently been published - Sharp and Benefield, 1995.)

Two of the library staff's strengths are that they provide a dedicated service to researchers (they deal with a series of 'outside' calls on their time but do not have student clients, for example) and that they are 'tuned in' to research needs. Information is made available to us quickly and staff are aware of why we need such a range of sources and how they feed in to the finished product. They are patient when faced with a very vague reference to a document passed on third-hand and will endeavour to trace it! Being a specialist (although broadly based) library, they are familiar with the key organisations we work with and can pin-point the most obvious sources for literature.

Their frustrations lie in not knowing what to obtain automatically and there is a skill in scanning the press for newly available information and knowing what to order, i.e. what there will be most requests for on the morning after a document is released. They need to judge the most effective way to access specialist material - the RCN library has been an invaluable source of nursing material, for example. Conversely, some research in the arts necessitated the purchase of literature on museums which, while of general interest, is unlikely to be borrowed again for research purposes.

On a more practical note, I understand that there are frustrations due to the difficulties of getting resources BACK from borrowers - who not only take them out of the building, but have an 'informal' borrowing system amongst themselves that undermines the accuracy and efficiency of the library's record-keeping! Furthermore, libraries can only be responsive if they are 'fed' appropriate signals - they can only give what they are asked for or made aware of. They need to know about new projects coming on stream and this is where research staff need to take responsibility for providing information.

I would like to end by expressing my thanks to all the library staff at the NFER, led by Janet May-Bowles, who work with the research staff in the ways outlined above. I am also extremely grateful to Pauline Benefield, who, as well as providing continuing support, was so helpful in discussing the content of this paper with me and providing valuable comments on a draft of it.

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- NFER (1994-5). *Annual Report*. Slough: National Foundation for Educational Research.
- SHARP, C. and BENEFIELD, P. (1995). *Research into Season of Birth and School Achievement: A Select Annotated Bibliography*. Slough: National Foundation for Educational Research.

Sandra Jowett wrote this article while at the NFER; she is now Associate Director: Social Division, Public Attitude Surveys Ltd

A STUDY OF THE INCREASE OF LIBRARY USE AND NURSING RESEARCH IN SPAIN

Rosa de Dios, et al
translated from the Spanish by Jane Badley

Introduction

The idea for this work started to develop when a group of Spanish librarians attended the "IV Jornadas de trabajo de la Adea", a conference on scientific information and health care held in Granada, 12-13 November 1993.

The conference discussed the lack of interest shown by the nursing profession in research and its possible causes.

The conference debate made us consider the lack of motivation for nursing research at a time when the number of inquiries in our libraries was increasing and there was a growing interest on the part of the professionals.

Therefore we decided to study the changing dynamics in our libraries and their possible causes.

Objectives

To describe the change that is taking place in the nursing profession in relation to the use of libraries and research and to examine the reasons why this change is taking place.

Justification

We believe that nursing research should receive support from its libraries/centres of information.

As specialists in information we are in constant contact not only with the nursing profession but also with students, the future professionals.

Our involvement and responsibility in the development of users and, in some cases, as collaborating teachers in the optional subject "Methodology of Research" have driven us to deepen our knowledge in the field of nursing research.

Materials and Methods

We examined the library borrowing in the last three years of seven university nursing schools in Catalonia in Spain. These are: del Mar, Sant Joan de Deu, Santa Madrena, Vall d'Hebron, Rovira Vergili, 'Crue Roja' de Terrassa, d'Andorra. We considered this period since borrowing and lending had begun to be counted in these centres as they now have a graduate "documentalista". The library of Blanquerna was excluded as the School of Nursing was only opened during the academic year 1992-1993.

We also assessed the increase and range of the bibliographical material used and the process of computerisation in this period.

We examined three Spanish general nursing journals. The journals chosen for this study were *Enfermeria Cientifica* (Scientific

Nursing), *Enfermeria Clinica* (Clinical Nursing) and *Revista Rol de Enfermeria* (Journal of the Role of Nursing). The criterion that was followed was to include only Spanish journals on general nursing by Spanish authors. That is why the translation of the American journal *Nursing is not included*. We also included the journal *Enfermeria Cientifica* (Scientific Nursing) although this journal started with articles translated from other languages, because at present it meets our criteria. We also excluded Spanish journals that specialise in one subject.

We chose for the sample the first whole year of publication of each of the journals (except for *Enfermeria Clinica* since it was first published in 1991 and thus would not otherwise be represented) and the year 1993 since the year 1994 had not then ended.

We could not make any comparisons with the journal *Enfermeria Clinica* but it was useful to reinforce the results from the other two.

To collect the material we devised an index card. In this index the variables of the authors, their profession, whether the article had a bibliography and its typology (periodicals, books, grey literature) were collected.

We chose the indicators of productivity so as to follow the procedures advised by the International Council of Nursing for the evaluation of research (number of publications based in the research, distribution of these publications, frequency of quotations, etc.).

Results

With regard to the use of libraries, borrowing has increased from a total of 9,601 items in the academic year 1991-1992 to 14,865 items in the academic year 1992-1993 to 21,824 items in the academic year 1993-1994.

With regard to the range of users, the number of students has increased (from 75.96% for the academic year 1991-1992 to 81.77% for the academic year 1992-1993) and welfare professionals (from 4.66% in the academic year 1991-1992 to 5.48% in the academic year 1993-1994); on the other hand the number of teachers has decreased (from 19.37% in 1991-1992 to 12.73% in 1993-1994).

With regard to the acquisition of periodical publications there has been an increase in subscription to foreign journals (in the academic year 1991-1992 there was a total of 17.91% while in the academic year 1993-1994 they were 50.54% of the total), while subscription to national journals kept pace with the rate of publication.

The number of items acquired by our libraries has also increased in the last three years, from 1660 books and 143 audiovisuals in the academic year 1991-1992 to 2350 books and 337 audiovisuals in the year 1993-1994.

With regard to the computerisation of libraries, in the academic year 1991-1992 there were two Schools which were computerised, while for the academic year 1993-1994, 5 schools are now computerised. Two schools also have CD-ROM for their users.

As for the journals, we obtained 51 copies of journals for the sample, with a total of 431 articles. We examined 222 articles contained in 22 numbers of *Enfermeria Científica*; 48 articles contained in 6 numbers of *Enfermeria Clínica*; 161 articles contained in 23 numbers of *Revista Rol de Enfermería*.

The total number of authors cited was 830, comprising 400 from *Enfermeria Científica*, 151 from *Enfermeria Clínica* and 279 from *Revista Rol de Enfermería*.

The background of the authors was found to be, for *Enfermeria Científica* for the year 1983, 33 academics, 32 nurses, 56 doctors and 15 people from other professions. For the year 1993 *Enfermeria Científica* included as authors 103 academics, 101 nurses, 15 doctors, 15 from other professional and 7 students.

The background of the authors found in *Revista Rol de Enfermería* in 1979 was 23 academics, 39 nurses, 7 doctors and 14 people of other professions, while the same journal showed that in 1993 there were 62 academics, 82 nurses, 11 doctors and 29 people of other professions writing the articles.

The background of authors found in *Enfermeria Clínica* in 1993 was 45 teachers, 105 nurses and one person from another profession.

In relation to the first years of publication, there has been a notable increase in the inclusion of bibliographies in the articles.

Enfermeria Científica in 1983 included a bibliography in only 6% of the articles, whilst in 1993 it was of the order of 96%. In *Revista Rol de Enfermería* in 1979, 63% of the articles included a bibliography but in 1993 94% included one. The journal *Enfermeria Clínica* in 1993 included a bibliography in all of its articles.

With regard to the range of the material cited by the authors, there was a great increase in the use of periodical publications (in 1970 in *Revista Rol de Enfermería* 34.27% of the citations were from serials while in 1993 this had increased to 52.78%). This compares with a considerable decrease of the number of monographs cited (in 1979 *Revista Rol de Enfermería* 51.64% were quotations from books compared with 1993 when it was 39.89%).

Conclusion

The increasing importance of nursing research implies that the nursing profession as well as information professionals are uniting to achieve the same aim: to promote a policy of quality and develop a habit for research.

From our point of view we consider that the information that we have contributed about the use of libraries is relevant for it reflects the parallel growth of the use of libraries with nursing research in the last few years. Thus the number of borrowers and the number of items acquired on behalf of all the centres which have contributed to this study has been verified. There has been a significant increase in the purchase of titles published abroad (books as well as journals) which are related to the inquiries instigated because of new information technology which gives access to information on scientific nursing research from all over the world. With regard to the number

of bibliographical references in the articles studied we see a connection between this and the increase in the use of bibliography, and therefore the use of libraries. We have also observed an interest from publishers in publishing nursing bibliographical material (as well as translations from originals).

We have also been able to prove that in 1993, the majority of the professionals that publish in nursing journals belong to the nursing profession; this is different from what used to happen in the first years of publication, when professionals from other areas, such as doctors, economists, psychologists, etc. were the main authors.

In this short period of time, due to the acceleration of the information process (in the last three years the majority of our libraries have been computerised) and the presence of other supporting material, as for example CD-ROM, access to information has ceased to be an obstacle for the professional nurse. In this process of accessing information, the user has to make an effort to use these new technologies as and when their own investigation requires it.

Libraries provide support at all times, widening access to information and bibliographical sources, educating users (especially students, the future professionals) and, in short, facilitating the road to research for the nursing profession.

The above is a summary of a more detailed report produced by Rosa de Dios (EUE del Mar), Isabel Coma (EU Creu Roja), Alicia Martín (EUE Sant Joan de Deu), Angels Canal (EUE Sta Madrena), Marta Miguel (EUE Vall d'Hebron), Carme Montcusi (EUE Tarragona), Rosa Sunyer (EUE Blanguerna), Anna Llorens (EUE Andorra).

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DEPARTMENT OF HEALTH PUBLICATIONS

The Department of Health distribution centre in Heywood, Lancashire has been moved to the following address:

Health Distribution Centre
PO Box 410
Wetherby
West Yorkshire LS23 7LN

There is a telephone line from which Department of Health material can be ordered - up to 10 copies. The number is 0800 555777. The response is quick and they do send material. So well done Doh! They do not deal with all Department of Health materials and it may be necessary to call the Department of Health enquiries on 0171 210 4850.

They have a convenient two hour lunch break from 12 till 2 during which they do not answer the phone. Further on 8 May there was a recorded message saying they would not deal with inquiries for the whole day. Not so well done Doh!

Two important documents have been published and they are available free from the Health Literature Line on 0800 555777. They are:
Services for children and young people and *Mental health services*. Both of these are follow-ups to the original Patient's charter.

SHOCKING

...that anyone should not have a complete collection of *Libraries for Nursing Bulletin* in their library or in their home. Here's your chance to put that right. We have a few back issues of the Bulletin available for only £2.50 each including postage and packing. Send your cheque made payable to **Libraries for Nursing** to:

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CD REVIEWS

RCN NurseROM

Reviewed by Paul Moorbatch, Assistant Reader Services Librarian, City University

This CD-ROM includes references to journals held in the Royal College of Nursing library from 1985. In addition there are articles from the *Nursing Standard* and *Nurse Researcher* in full text with diagrams. In the RCN library's journals database each reference has full bibliographic details but there are no abstracts although some titles have an explanation in brackets.

Using the windows version, searching is done by putting the search term into a search window. The database uses the RCN subject headings which are broad. For example, myocardial infarction comes under the subject heading of cardiovascular system. Really the subject headings are too broad for modern use. It is possible to search for a specific term by putting it in quotation marks, e.g. "myocardial infarction" but being free text it would miss "heart attack".

The references come up in random date order. It would be ideal if they came in reverse chronological order. It is worth noting that the database does not have the most up to date references. For example, a search on the February 1996 CD-ROM on infants and newborn provided only 7 references for 1995 and the latest of them was a solitary August 1995 article.

The coverage is the journals held at the RCN and so it includes a number of useful British publications ignored by the American databases, e.g. *Journal of Community Nursing*, *Ethics and Medicine* and of course *Libraries for Nursing Bulletin*. Thus the RCN Nurse is a vital resource for a nursing library as it complements the American databases.

One peculiarity of this CD is that before the references are shown, the reader is confronted with a window filling the whole screen with a bar chart showing the relevance of the items retrieved. It looks like a garden fence. It is easily got rid of by selecting "next doc".

A great advantage of this CD-ROM is that readers find it easy to use and I have had a number of comments about this. It does have British material so is ideal for references on the *Community Care Act* and it tends to produce the references that are especially useful to nursing students.

Overall this must be considered an essential purchase for any nursing library.

RCN NurseROM Review 2

Reviewed by Pam Duncan, Subject Librarian, Anglia Polytechnic University

The CD ROM version of the *Nursing Bibliography* is published by the RCN. In addition to the RCN library journal database, it contains full text articles from *Nursing Standard*, the RCN series *Issues in nursing and health* and from *Nurse Researcher*.

The RCN library journal database indexes journals held by the RCN library back as far as 1985. Currently over 300 journals are indexed - the database has a British bias which is useful.

I found the Windows version easy to use. The instructions are only 15 pages and comprehensible for the most part, there is also a tutorial on the disc.

The databases can all be opened and searched at the same time. So a search for information on "critical thinking" for example will produce the full text of a few articles from *Nursing Standard* and a list of references from the journals of the RCN library. Similarly a search for "advocacy" produces full text articles from *Nursing Standard*, and *Issues in nursing and health* as well as the list of journal references.

In the Library Journals database the records are identical to the records in the printed RCN Nursing Bibliography. There is no abstract, but where the content of an article is not reflected in the title a few words of description have been added, which usually compensates. If it is a piece of research the word "research" is put in brackets in the record which makes it very easy to identify research on a given topic - you just key in the word "research" as one of your search terms.

When a search is completed, the first four lines of each record is displayed. The whole record can be seen if you do a double click on the highlighted record. The record can be marked to be printed out later by clicking on the Mark Rec(ord) button.

My main criticism is that the library journal database is not particularly up-to-date - there is a year's gap between an article being published and its appearance in the journals database. Hopefully this will improve with time.

The CD is updated quarterly. The price to RCN members is £40 per disc which is very good value. Libraries are asked to pay a comparatively hefty £763 including VAT or for a network £1145 including VAT. However, given the use that a library will get out of it, it is worth the money.

I have found it extremely useful over the last 3 months, and feel it will make an important contribution to nursing scholarship, by bringing the capability of doing computer searches to a wider range of individuals and libraries.

For further information about the RCN Nurse ROM contact:

Peter Souris
RCN Library and Information Services
116 College Road
Harrow-on-the-Hill
Middlesex HA1 1BQ

Telephone: 0181-427 8238
Fax/ansaphone: 0181-427 8268

BOOK REVIEW

Not collected centrally: problems of finding and using health statistics

Alan H. Jamieson

Reviewed by Paul Moorbatch

All librarians must have had the problem of where to find health statistics. Sometimes figures cannot be found. Sometimes they do not exist! This book aims to tell where figures can be found or can't. For example, on page 48 the lack of information on costs per patient are explained. The book explains how to hunt for material and how to respond constructively to inquiries. Jamieson does point to Hansard being a source of statistics not available elsewhere. This is interesting but not many librarians would have time to hunt through it. Perhaps more prominence could have been given to relatively easily obtained sources such as *Cancer statistics* or *Mortality statistics* and community care plans. The book is necessarily complicated because the figures are hidden amongst a range of incompatible publications. The difficulties of using databases is also pointed to. Overall this is a most important book and should be purchased by every librarian in the medical area.

Available from IFM Healthcare, PO Box 19, Cheadle Hulme, Cheshire SK8 6DU Price £12 incl.p&p

LIBRARY ASSOCIATION HEALTH LIBRARIES GROUP
LIBRARIES FOR NURSING

Income and expenditure for the year ended 31 December 1995

INCOME	1994	1995
Mailing list subscriptions	1649.00	1700.00
Prev. Autumn Study Day	260.00	295.00
Spring Study Day	692.00	N/A
Autumn Study Day	1645.00	1050.00
Bulletin Advertising	148.50	0.00
VAT	31.50	173.01
VAT Recovery	0.00	65.45
Interest	20.72	14.22
Miscellaneous	17.00	9.80
TOTAL	4463.72	3307.48

EXPENDITURE	1994	1995
Bulletin	384.47	1380.32
Prev. Autumn Study Day	100.00	1163.30
Spring Study Day	742.50	(AGM)524.00
Autumn Study Day	22.50	706.05
MHWLG Conference	51.54	0.00
Committee Expenses	901.67	942.50
VAT	121.19	188.26
LjN/RCN Survey	300.00	930.00
Miscellaneous	46.23	267.45
TOTAL	2670.10	6101.88
SURPLUS FOR YEAR	1793.62	(2794.40)
	4463.72	3307.48

BALANCE SHEET	1994	1995
Brought forward	5292.86	7086.48
Surplus	1793.62	(2794.40)
	7086.48	4292.08
Current Account	444.70	300.00
Deposit Account	6641.78	3992.08
	7086.48	4292.08

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