

biographies of people in various occupations and categories—scientists, journalists, baseball players, etc. Although I found no explanation of it, some entries in the other classified volumes had a *B* after class numbers (823.912B, 551.0924B) which also were biographies, but not all biographies were so marked. I found no explanation for two other symbols: a dagger before an 809 number and a small *s* after many 551.08 numbers.

There is a fantastic bibliographic base in this *American Book Publishing Record Cumulative 1950-1977*. I think it would be of greatest value to libraries converting from Dewey to LC or adding retrospective holdings to OCLC. It would be of tremendous value to many small public and school libraries who cannot afford many bibliographic tools, but they also could not afford this set unless it became available on microfiche.

It may be unfortunate for Bowker that Carrollton Press has recently announced a *Cumulative Title Index to the Classified Collections of the Library of Congress, 1978*. That publication of 132 hardcover volumes scheduled for completion in 1982 will contain in one alphabet six and one-half million titles. Less information will be given in each entry (title, author, LC call number, LC card number), for it is intended to be used with the *National Union Catalog* and *Mansell* by means of the LC card number and author, or the *LC Shelflist* in microform by means of the call number. Academic libraries and large public libraries who could afford this set (\$11,432 prepublication price) would have access to many more titles covering a greater geographic area and a much longer period of time. Most libraries, I fear, will be waiting and hoping for a microfiche edition of one set or the other!—*Ruth P. Burnett, State University of New York, College at Oneonta.*

Formal Reader Education Programmes in Post-Secondary Libraries: Their Justification, Implementation, and Evaluation. Papers Presented at a Seminar Held at the Caulfield Institute of Technology, Victoria, 25-27 January, 1978. Organized by the Chief Librarian, Patrick Condon, and the Reader Education Librarian,

David Foott. Caulfield: Caulfield Institute of Technology, 1978. lv. (var. pag.) A\$7.50 plus postage (sea mail \$2.00, air-mail \$4.40, surface air lifted \$3.50). ISBN 0-909176-04-3.

Proceedings volumes are typically a "mixed bag" of strong and weak papers more or less addressing a common theme. This example, the record of an Australian conference on library use instruction (termed "BI" for "bibliographic instruction" in this country and "formal reader education" in Australia) qualifies as a uniformly thoughtful and helpful contribution to the literature in this ever-expanding area. For one thing, the papers included give American readers a reassuring sense that everyone shares the same problems and concerns, from cost-effectiveness and objectives to staffing and evaluation. The ten published presentations touch on all of these issues and others as well.

Especially interesting are the details of a survey done by Chooi-hon Ho, which show "overwhelming evidence that libraries with Formal Reader Education programmes have a substantial increase in reference transactions." Ursula Newell cautions in her discussion of appropriate methodologies that there is often a difference between librarian and faculty concepts of what students need to know and that in selecting a means of instruction the entire educational system must be taken into account. David Foott's piece "Why Evaluate; What to Evaluate?" is likewise straightforward and insightful.

Several short case studies conclude the volume, giving a picture of current BI efforts in Australia. Although it is staple-bound with paper covers and lacks continuous pagination and an index, this item would be a worthwhile addition to any library science collection or to any BI reference shelf in an academic library.—*Mary George, University of Michigan, Ann Arbor.*

Progress in Educating the Library User. Edited by John Lubans, Jr. New York: Bowker, 1978. 230p. \$15.95. LC 78-12758. ISBN 0-8352-1102-9.

This collection of fifteen papers is "meant to complement and bring up to date the 1974 volume, *Educating the Library User*,"

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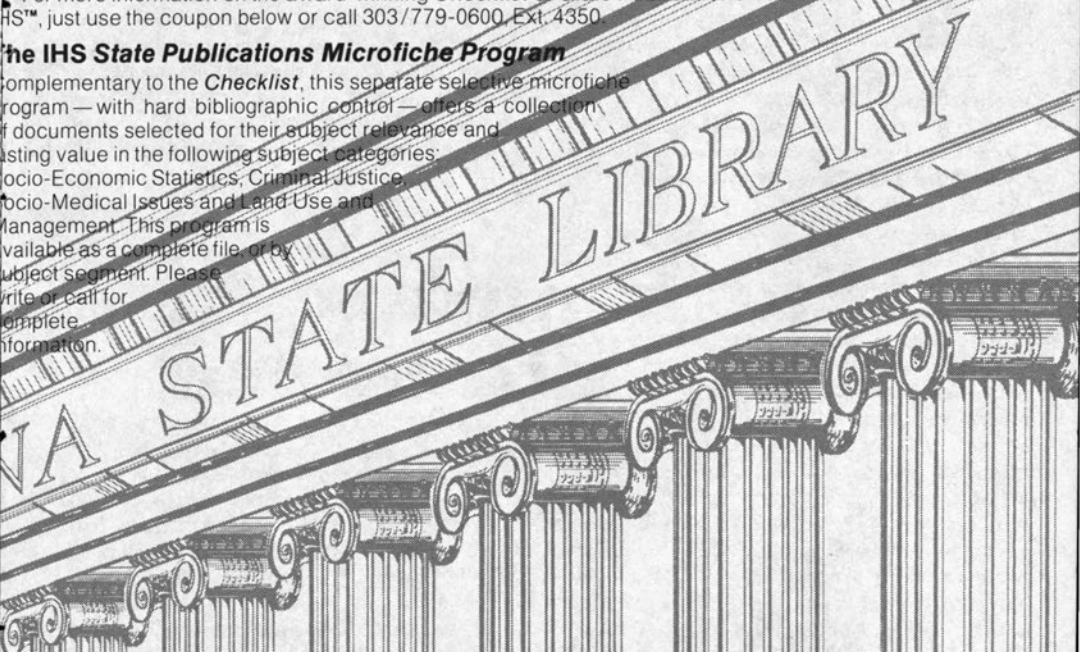
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also edited by Lubans. It complements the earlier volume's role as a handbook for library instruction by offering additional models of instruction based on successful programs. Included are papers on teaching the use of libraries to an adult education class (Christopher Compton), on a library school course (Vida Stanton), and on the British Travelling Workshops Experiment (Colin Harris and others).

This shorter book, however, focuses more on the assessment of trends and common activities in American, British, Scandinavian, and Canadian libraries. "Progress" was measured by a variety of means: a survey of opinions by American "veterans" in library skills instruction (Lubans), an excellent review of the literature (1973-78) by Arthur P. Young and Exir B. Brenner, and a number of mail surveys done in 1978. Jon Lindgren surveyed 220 undergraduate colleges, Allan Dyson reports on programs in 25 of the largest undergraduate libraries, and 75 of 130 questionnaires were returned to Sheryl Anspaugh from public libraries.

What impressions does one gain from this information?

First, library instruction activity has been increasing, but the often-called-for research and evaluation have been sparse.

Second, as Lubans notes, there has been no real progress against the lecture/textbook syndrome in academic institutions, and public libraries have barely begun programs (except for public relations).

Third, the brief attention that can be given to basic principles and issues in short papers such as these points out the crying need for more monographs in this area.

Fourth, even within the constraints of space, several of the contributors offer useful suggestions for program planning. Anne M. Hyland, writing on elementary schools, gives specific ways to implement a basic principle: "it is incumbent upon the librarian to work closely with teachers throughout the year to develop assignments that will address all identified skills" (p.39). A focus on assignments that develop technical skills is found also in John Lolley's chapter on

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junior and community colleges. A more conceptual approach is found in Jon Lindgren's provocative paper on colleges. He draws implications for a persuasive rhetoric and teaching methods from the parallel between library instruction and the teaching of composition.

Of course, some topics a reader might want to see are not covered. I missed discussions of library instruction in special and federal libraries, the use of statistics, and programs for teaching faculty and on-line data base users. Lubans makes the cogent suggestion that schools should look to "faculty development" programs as a way to change attitudes, but this is not expanded upon.

Chapter and final bibliographies and a list of library instruction clearinghouses, directories, and newsletters make this well-presented volume more valuable. The index was a good idea but unfortunately is too incomplete to be very useful. This book is highly recommended to all who found the 1974 volume useful and to all academic librarians and faculty.—*Robert J. Merikan-gas, University of Maryland, College Park.*

Beyond Media: New Approaches to Mass Communication. Edited by Richard W. Budd and Brent D. Ruben. Rochelle Park, N.J.: Hayden Book Co., 1979. 262p. \$10.95 paper. LC 78-12432. ISBN 0-8104-5644-5.

The central thesis of this book is that the concept of mass communication and mass communication institutions should be broadened beyond the more traditional mass media such as radio, television, newspapers, magazines, and film to include such nontraditional media as architecture, art, libraries, museums, political image-making, religion, restaurants, and theater. Taking a McLuhanesque posture, the authors put forth their broadened perspective as a bridge toward interinstitutional interaction, suggesting that the application of the mass communication model of one to many might cast new light on how to handle problems familiar to the more traditional mass media institutions.

This book should be required reading for all librarians. The authors pronounce that libraries could well become the most out-

standing mass medium of our information-rich age. But they point out libraries can just as easily go out of business! Comparing the library to any of the classic mass media, they point to a reversal of the mass communication process, for, instead of having the source (librarian) communicating to a receiver (library user), the library user becomes the communicator and the librarian becomes the receiver. It is the user who has the message that he or she attempts to articulate to the librarian—and unless that user "communicates," the library might remain nothing more than a storehouse of materials with all communication going one way. To assume a leadership role, the library must take a pro-active stance, rather than be reactive. It must be a client-centered, information-disseminating agency. The librarian must be an information agent, who actively initiates the message process. The library's governance structure must be democratic with dynamic leadership directing it on a broad, worldly course, with an outward focus on information networks.

In summary, to compete with the traditional mass media, libraries must become more convenient to access for greater numbers.—*Mary B. Cassata, State University of New York at Buffalo.*

Downs, Robert B. ***Books That Changed the World.*** 2d ed. Chicago: American Library Assn., 1978. 400p. \$15. LC 78-13371. ISBN 0-8389-0270-7.

Downs, Robert B. ***In Search of New Horizons: Epic Tales of Travel and Exploration.*** Chicago: American Library Assn., 1978. 290p. \$15. LC 78-13656. ISBN 0-8389-0269-3.

Robert B. Downs has done it again, or—rather—done it again twice. He has produced the second edition of his *Books That Changed the World*, and he has ventured into a companion piece that, in capsule form, recounts the narratives of twenty-four eminent explorers.

Books That Changed the World has been greatly expanded. Its two sections deal with books that changed the world of humanity and books that changed the world of science. The former extends from the Bible and Homer to *Mein Kampf* and the latter from Hippocrates to Einstein and Rachel