

that are made "upon a shared misapprehension of reality."

Published proceedings of conferences miss the spontaneity and personality of "live" speakers, but in these days of dwindling travel budgets they are better than not knowing what is being discussed.—*Christine Bulson, State University of New York, College at Oneonta.*

Improving Library Instruction: How to Teach and How to Evaluate. Papers presented at the Eighth Annual Conference on Library Orientation for Academic Libraries held at Eastern Michigan University, May 4-5, 1978. Edited by Carolyn A. Kirkendall. Library Orientation Series, no.9, Ann Arbor, Mich.: Pierian Press, 1979. 142p. \$8.50. LC 79-87707. ISBN 0-87650-109-9.

Over the years, and with few exceptions, the presentations from the annual conferences on Library Orientation for Academic Libraries at Eastern Michigan University have provided academic librarianship with noteworthy and pertinent information and reportage. Beginning in 1971 with the first conference, entitled "Library Orientation," the succeeding sessions have extended a variety of focuses on library instruction.

As noted by the editor, Carolyn Kirkendall, this latest volume in the series is still labeled "orientation" even though most librarians now prefer to utilize other terminology, including the popular "bibliographic instruction" and "user education."

The eighth annual conference provided attention for "how to" teach and evaluate. The perspectives given included learning and motivation, Project LOEX, instruction with slides, freshmen programs, and the British scene, to name a few.

The chapter on LOEX and the national scene by project director Kirkendall includes information on current trends. LOEX now is listed as being in contact with some 1,600 academic libraries that are developing or giving some form of library instruction to collegians. Kirkendall correctly states that all of the areas she covers within these trends seem to emphasize the propensity exhibited toward the continuing support for such services. Most programs that have shown promise now have administrative

backing of some kind. Last, Kirkendall states that "Instruction itself is not just a frill . . . or a ploy . . . or a gimmick . . . or a convenient bandwagon onto which the ambitious reference librarian can jump to be seen. It is an essential service of the academic library."

The reflections of Edward G. Holley in terms of the past and future are very aptly set forth. In summation he stipulates some queries that should be addressed, including one that refers to future patterns of attempts to serve users in academic libraries. He does not sally forth with definitive answers but brings his positivism via a Justin Winsor dictum: "A collection of good books, with a soul to it in the shape of a good librarian, becomes a vitalized power among the impulses by which the world goes on to improvement."

Some of the sections read slowly because they were initially intended to be heard. The annotated review of the literature by Hannelore B. Rader has extended, updated sources that will continue to prove useful to many instruction librarians.

As expected, Carolyn A. Kirkendall has edited another outstanding compilation of succinct speeches (she notes that they are not papers) from the Eastern Michigan conference. This volume is recommended for all those involved with some type of library instruction program.—*Barbara Grippe, Edinboro State College, Edinboro, Pennsylvania.*

Rogers, A. Robert. *The Humanities: A Selective Guide to Information Sources.* 2d ed. Library Science Text Series. Littleton, Colo.: Libraries Unlimited, 1979. 355p. \$19.50 cloth, \$13.50 paper U.S. and Canada; \$23 cloth, \$16 paper elsewhere. LC 79-25335. ISBN 0-87287-206-8 (cloth); 0-87287-222-X (paper).

The first edition (1974) of *The Humanities* opens with the statement that the work "is planned as a text rather than a research treatise." The present edition makes no such claim; in fact, it does not mention its intended audience or purpose. Since, however, the approach, format, and content are so similar to those of the earlier edition and since the work is in the publisher's Library Science Text Series, one can surmise

that the readership is meant to include both library science students and practicing librarians.

Some 100 library school faculty and "several reference librarians" were polled for their comments in the preparation of the second edition. As a result of these consultations, one major revision has been the elimination of the "trends" chapters of the first edition. Also, the rather lengthy listing of LC subject headings in the earlier edition for each humanities area is now reduced to one: philosophy. (Given that library science students and librarians alike have easy access to LC subject heading lists, it seems superfluous to fill more than four pages of text reproducing the many headings and subheadings of even one subject.)

The introduction serves as an informative, yet succinct, bibliographic essay. As in the first edition, the "humanities" include: philosophy, religion, visual arts, performing arts, and language and literature. Special concerns and problems of the humanities scholar are underscored, notably "the peculiarly personal and individualistic nature of humanistic research," which mandates that the humanities scholar cannot delegate bibliographic searching to others.

Following a chapter on "General Reference and Selection Aids in the Humanities," there are major sections treating each of the areas covered. Each subject area is then divided into distinct chapters on accessing information (an introductory bibliographic essay to the subject), and principal information sources (annotated entries, chosen for selection or reference value, in each subject area).

The final chapter, "The Computer and the Humanities," also revised, provides an updated discussion of research trends and electronic data bases in the humanities and points to another perennial problem of the humanities researcher: the "occasional incompatibility between scholarly needs and available computer-based information sources." The author-title and subject indexes are complete, well organized, and essential for ready reference purposes.

From the standpoint of the practicing librarian, surely the 1,200 annotated entries constitute the heart of the work. Many of the entries of the first edition that have

been eclipsed or surpassed are subsumed into the annotations of the newer entries. The annotations tend to be chiefly descriptive, with evaluative comments in many cases limited to "a first choice," "vital," "useful," "essential." The length of annotated comment apparently bears little relationship to the judged value of an entry. For example, *The New Cambridge Bibliography of English Literature* is deemed "of fundamental importance," yet rates but a short paragraph, while Cabeen's *Critical Bibliography of French Literature* ("of prime importance") rates almost an entire page of annotation. One item that could well have been included with the numerous checklists of literary criticism is Kearney & Fitzgerald, *The Continental Novel: A Checklist of Criticism in English, 1900-1966*.

This second edition of *The Humanities* is especially welcome to reference librarians in academic (and public) libraries as a selection and reference aid. As a classroom text in library science, the usefulness and application seem less clear.—Charles E. Perry, North Texas State University, Denton.

The Role of the Humanities in the Public Library. Edited by Robert N. Broadus with the assistance of Brian Nielsen. Proceedings of a conference sponsored by the School of Library Science, University of North Carolina at Chapel Hill, March 5-7, 1978. Chicago: American Library Assn., 1979. 213p. \$20. LC 79-24117. ISBN 0-8389-0297-9.

Although the purpose of this conference was to "analyze the problems faced by the public library as it seeks to promote the humanities to the adult non student and suggest creative ideas which public libraries might use to this end" (p.v-vi), the discoveries presented can be used readily by academic libraries in their charge to bring students to a humanistic approach in their daily lives. There is value in searching through the papers from this conference, if only to check on one's collection-building program.

We all can agree with Dan Lacy on the need for serious books on popular topics for the general public, "the thoughtful community at large." There are numerous ways