period. My own feeling, based on these essays, is that Dix, Lyle, and McCrum were sufficiently active in a variety of organizations and influential pursuits to justify their inclusion in this group, whereas the case for Griggs is much less persuasive. While her contributions seem worthy and valuable within the libraries in which she worked, they did not gain her national or international prominence or prove lastingly influential. Much is made of her influence on the ideas of Harvie Branscomb, but he does not figure among these librarians.

Examining the goals that many of these people shared as well as the individual excellences or accomplishments that stand out, it seems that the committee was more concerned with librarians who were nationally or internationally recognized in library associations, and on the wider non-library front, than with those whose activities were more narrowly focused within the libraries in which they worked. The superior management of an academic library in itself does not lead to selection, though all of these librarians had such merits among their more public achievements. Bringing honor and recognition to one's library through action on the national or international levels is clearly a vital criterion here. The librarian as scholar and/or faculty member was, then as now, a vexed topic. Several of the biographees favored faculty status for academic librarians; others stressed that the academic librarian must be a scholar-librarian in order to work most effectively with faculty and to win their trust and esteem.

While such activities will continue to assure visibility and influence for academic librarians, modern developments such as restrictive budgets and participatory management styles are apt to make the library director's operations within his or her library more problematical than it was for many of these earlier librarians. Indeed, some of these directors, whose careers ended recently, retired with a sense of pessimism about the future of academic libraries for these very reasons and because of dismay at the increasingly technological bent of the modern research library, to the detriment of humanistic scholarlibrarianship as they perceived it. On the other hand, two of them, Metcalf and Wilson remained active in professional life up to their deaths at extremely advanced ages. The earliest generation of librarians in this survey had to face the deprivations of Depression and war, so contemporary readers can find precedent for dealing with distinctly unpromising situations with resourcefulness, dedication, and energy.

Thus, despite the casual nature of the selection process and the exorbitant price, this book can be recommended to those concerned with the development of American academic libraries and the strengths and limitations of those library directors who built and dominated them for fifty years.—*John Cullars, University of Illinois at Chicago.*

Library Instruction and Reference Services. Ed. by Bill Katz and Ruth A. Fraley. New York: Haworth, 1984. 254p. $24.95. LC 84-505. ISBN 0-86656-288-5. (This work has also been published as *The Reference Librarian,* no. 10, Spring/Summer 1984.)

Increasing the Teaching Role of Academic Libraries. Ed. by Thomas G. Kirk. (New Direction for Teaching and Learning, No. 18) San Francisco: Jossey-Bass, 1984. 102p. $8.95. LC 83-82744. ISBN 87589-791-6.

Third International Conference on Library User Education: Proceedings. Ed. by Peter Fox and Ian Malley. Loughborough, England: INFUSE, 1983. 174p. £12 ISBN 0-946084-15-7.

These three books are additions to the vast, and growing, body of literature on bibliographic instruction. The first two works are collections of essays and the last a collection of the papers presented at a conference. As such they are, in varying degrees, prone to the faults of collections of papers; they are uneven, occasionally repetitious, and cacophonous. However, sitting down to read them seriatim, while occasionally tiring, was never a trial. Individually, the essays are well written and make their point or points in a clear and forthright manner—a tribute, no doubt, to the skills of the editors.

Katz and Fraley's *Library Instruction* is loosely organized around the notion that there are two schools of thought about library instruction, one being that library instruction is the *ne plus ultra* of library services and the other that it is "not needed as a separate library function" and should be integrated into the existing services of the library. While Fraley advances this dichotomy on page 3 of her "Overview" to the collection, she quickly admits, on page 4, that there are "shadings of perceptions and beliefs all along the continuum." Thus, while obstensibly organized about the two schools of thought outlined, the work is conventionally divided into an introductory section, two articles opposing bibliographic instruction, a section on "Techniques and Questions," and two concluding sections, one each on "Instruction in Public Libraries" and "Instruction in Academic Libraries."

In fairness it must be pointed out that five of the eight articles in the "Techniques and Questions" section, one of the three articles in "Instruction in Public Libraries," and two of the nine articles in "Instruction in Academic Libraries" deal in varying degrees with the tension between instructing patrons versus providing them with information, the question of one-to-one versus group instruction, and the wisdom of devoting resources to a bibliographic instruction program versus using them to support and sustain existing (reference) services. But the organizing thread does tend to get lost among the twenty-five essays in the collection.

Kirk's *Teaching Role* is intended to "provide a compact overview" of library instruction (p.1). Each of the ten short chapters was written by a different person, or group of persons, and while these chapters are interesting in themselves, they fail to provide an overview of library instruction. Rather, they provide a series of snapshots of interesting sights along the way. The chapters range from a doxological essay on the "teaching library" to a pathfinder on bibliographic instruction. In between are essays on library instruction to develop critical thinking skills and the teaching of search strategy, an interesting essay on "Alternatives to the Term Paper," a survey of bibliographic instruction programs, and a description of the LOEX program. Notable by its absence is mention of organizational or managerial considerations for bibliographic instruction.

Fox and Malley's *Third International Conference* is a collection of the seventeen papers presented at a two-day conference at the University of Edinburgh in July 1983. Apparently the papers are printed in the order they were presented at the conference, which leads to some curious juxtapositions, e.g., a report on introducing children to the public library in Northern Ireland and a description of a project, called the "Microelectronics Education Programme," designed to enhance computer-related information-handling and seeking skills in teachers, and through them, in students. Both of these papers are interesting but would have more impact had they been grouped differently.

Of the papers presented, seven merit serious attention by anyone interested in "user education." Maurice B. Line's "Thoughts of a Non-User, Non-educator" is highly critical of the "user education" movement and argues that "A gram of help is worth a tonne of instruction, and one accessible, informed and helpful information officer is worth a dozen user education programmes." (p.9). The paper by Beryl Morris, "User Education: Time for a Rethink?" attacks the assumptions underlying user education and "demonstrate(s) that formal user education can never be truly effective" as currently practiced (p.24). Cherry Harrop's paper, reporting on "The 'Information Needs of Undergraduates' Project," suggests several important preconditions to a successful user-education program and supplements some of Morris's conclusions. The paper by Ann Irving on the "Microelectronics Education Project" (mentioned above) too briefly outlines an exciting project to investigate cognitive strategies for obtaining and using information. Three other papers by Beverley Labbett, Elaine Martin, and Ralph Tabberer report on three different projects designed to investigate information and its use among students; their conclusions—

even allowing for differences in the British and American educational systems—merit serious scrutiny by anyone involved in designing library instruction programs for undergraduates. The other papers range from a report on library-use instruction in Latin America and the Caribbean to a paper on the uses of videotex for library instruction.

While each of these works has something to offer, it was the collection of papers from the *Third International Conference* that prompted this reviewer to reach for his interlibrary loan forms to find out more.—*Lawrence L. Reed, Moorhead State University.*

Association of College and Research Libraries. Bibliographic Instruction Section. *Evaluating Bibliographic Instruction: A Handbook.* Chicago: American Library Assn., 1983. 129p. $17. ISBN 0-8389-6608-X.

This handbook is a collection of short articles written by members of the ACRL Bibliographic Instruction Section's Research Committee. It intends to serve as an introduction to evaluation methods and to provide direction and encouragement to librarians planning to evaluate instruction programs. The chapters titled "Research Designs Appropriate for Bibliographic Instruction," "Data-gathering Instruments," and "Data Management and Statistical Analysis" are useful as checklists in the early planning stages of a study. Other chapters, "Evaluation and Its Uses" and "Evaluating in Terms of Established Goals and Objectives," describe the value of formal evaluation procedures and the need to base evaluation on clearly stated and appropriate goals and objectives.

The book works well as an overview of the formal evaluation process and brings to light questions worth considering—What is the purpose for evaluating? Is there adequate clerical support for the project? What type of computer facilities are needed? Are statistics experts available to help analyze the data in meaningful ways? Major research designs and methods of statistical analysis are surveyed briefly. Fortunately, the bibliographies provide numerous references, not only from library literature, but also from

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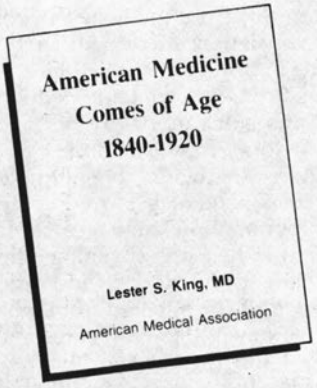

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