

cedures outlined might eventually come to be a model for this process. Yet, it may be quixotic to expect the initiatives described here—many of them sustained by enthusiastic, but not always trained volunteers—ever to possess the wherewithal to acquire and maintain both the equipment and the labor-intensive procedures that are recommended. Still, in a field where there are few standards, those proposed here can serve as a handy target.

There are surprisingly few mentions of that *bête noire*—resource-sharing. Although presumably an implicit goal, very little is said about the mechanics, or even about the overall desirability of this in principle. With digitization all but the norm, at least in better-favored reaches of the library world, such sharing of transcripts can only be a formality. As for sharing the audio and video tapes (the real primary source, remember), no suggestions are advanced. All this requires that knowledge about these collections be made available in the now-usual expedient of the Web site and listserv, about which, again, little is bruited.

Just the same, these essays are important in reinforcing the apparently not-so-obvious notion that there is a rewarding and symbiotic relationship between libraries and oral materials waiting to happen. One has the sense that the collectors of oral materials would like nothing better than to work closely with librarians in effecting the dissemination of their materials. Are libraries ready to pick up the gauntlet? Surely, even those unduly enamored of the electronic should be able to recognize the possibilities for symbiosis. At any rate, they should bear in mind the need to anticipate the ravages of passing time. It might prove to be that these tapes have a useful life no longer than the electronic version of the Domesday Book, but without either an original or numerous editions as backup.

Finally, I have to report that this work, whose message is all about access, has *no* index. Did the editors not appreciate the sad irony of this? Is compiling an index really *that* onerous?—*David Henige, University of Wisconsin-Madison.*

**Crosbie, Michael J., and Damon D. Hickey.** *When Change Is Set in Stone: An Analysis of Seven Academic Libraries Designed by Perry Dean Rogers & Partners.* Chicago: ACRL, 2001. 104p., alk. paper, \$60 (less 10% for ACRL members) (ISBN 0838981364). LC 2001-16069.

ACRL has sponsored publication of a striking book on the libraries designed, in the late 1990s, by the architectural firm of Perry Dean Rogers & Partners of Boston. This firm has been “designing campus libraries for the last thirty years,” and one might therefore assume they should know something about creating buildings that function well as academic libraries. This book might serve as a source of ideas and inspiration for any academic librarians involved with building projects.

Gathering seven contemporary projects into one richly illustrated work is perhaps this book’s greatest virtue. It gives the reader a rare opportunity to view pictures, study plans, and read about a wide variety of academic library types—from the huge complexes at Colorado State University and University of Maryland-Baltimore to the almost-petite Science Library at the College of Wooster—all in one volume. Librarian Hickey’s introductory overview of the then-current factors affecting library design is particularly insightful and still useful. It is notable how many similar features and details—despite the wide range of needs, size and fundings—crop up in all the seven projects. This may have more to say about how architects have certain “shticks” that they feel compelled to impose on all their designs than about the common needs of all academic libraries.

Crosbie, an architectural journalist, practicing architect, and instructor at Roger Williams University, brings a wide range of experience in writing about buildings to this work. Hickey, his coauthor, is director of libraries at the College of Wooster and has been involved with several library building projects, two of which are featured in this book. They have taken on a difficult task in their attempt to provide an impartial description and critique of each of the projects. Generally, they suc-

ceed. Crosbie's writing is that of an architect writing for architects, a bit gushy and prone to hyperbole at times, but still quite readable. Hickey is less concerned with aesthetics and often the more critical, but both authors treat the projects with respect and understanding. They carefully balance results against the contending political forces, site limitations, and funding restrictions that each project faced. It is difficult to get a beautiful and functional building when every entity at an institution believes that it has a stake in what happens and loudly says so. Readers can learn much about the political agendas of colleges and universities in the 1990s from studying this book.

Minor criticisms of the book include photographs of certain scenes in the introduction that reappear again in the chapters and the large numbers of formal shots that show no users. The major criticism of the buildings featured in the book is that they show little or no evidence that anyone understood basic concepts of library design, economics, or aesthetics.

Although the strictly "modular" library of Angus Snead Macdonald and Ralph Ellsworth may be part of the past, its practical and economical underpinnings can be ignored only at one's peril. None of these seven buildings or additions appears to contain any modular concepts. Specialized rooms, odd spaces tacked on, inflexible and twisted walls (often painted in garish primary colors), and massive lobbies and atriums all point toward achieving impressive visions rather than practical results. Widely separated service points, multiple entrances, and scattered offices demand large numbers of support personnel. Huge expanses of fenestration produce lovely exterior views but must cost a fortune in climate control. Open balconies and aerial walkways promise miserable noise levels in the show-off areas. What is sad about many of these designs, particularly in those cases where the institution added to an existing structure, is that the library needed to expand in order to gain storage and seating space, yet what it got was

show space instead. In some cases, the libraries have less "room" after the projects were finished than they did before the projects started. Can this firm ever design a library without round windows? Can it ever use a wood other than maple? Why do many of the ceilings look like the minimalist designs of the 1970s? And what is so wrong about L-shaped libraries that they cannot be made to work with proper forethought?

The buildings featured here offer some useful ideas, some interesting concepts, and some shallow thinking as administrators, architects, and library staff rushed to embrace nineties electronic information nirvana. This book marks the reasoning of a decade during which libraries were going through major changes. As such, it is worth a look and worth reading, but only as a milepost on our way to a better understanding of what academic libraries will really be in the twenty-first century.—*Michael W. Loder, Pennsylvania State University, Schuylkill Campus.*

***Evolution in Reference and Information Services: The Impact of the Internet.***

Ed. Di Su. Binghamton, N.Y.: Haworth (Copublished simultaneously as *The Reference Librarian*, no. 74), 2001. 230p. \$49.95, cloth (ISBN 0789017229); \$24.95, paper (ISBN 0789017237). LC 2001-59402.

Reference service is like dance; it is more fun to do it than to write about it. Let us be grateful, then, for prescient librarians such as Su Di, assistant professor and head of information literacy at York College (CUNY), who recognize the importance of documenting the metamorphosis of information delivery. Di is also a research librarian at PKF PC, a national accounting and consulting firm.

The book begins with a history of electronic reference from 1930 to 2000 and then diverges into four sections: Teaching and Training, Electronic Services, Evaluation and Analysis, and Information Technology Management.

The twelve contributions by academic librarians tend to be case studies with