

benefits. Full-time faculty are stratified into researchers and teachers. The further away from teaching duties one is, the better off one is perceived to be.

Supreme Court decisions such as the *Yeshiva* decision in 1980 have diminished the rights of university faculty to engage in collective bargaining because they have empowered the state to intervene in negotiations. Shumar, however, presents impressive statistical data that show an increase in unionization and collective bargaining efforts during the 1980s in spite of these rulings. Increasingly, university professors are organizing to protect the interests of this much-misunderstood category of workers.

The strength of Shumar's analysis is in his use of powerful theoretical models to analyze higher education. Ironically, although he uses a somewhat economic model, he falls into an idealist trap by suggesting that we simply need to reimagine our roles as educators. When Shumar claims that academia is not fundamentally a meritocracy, perhaps he is trying to identify "false consciousness"; skilled educators do not rise to the top and marginalized adjuncts are not the less skilled. Unmasking the denial and mechanisms used to make adjuncts invisible is a step toward change. More important, by focusing on faculty unionizing efforts, Shumar encourages collective political responses. However, one has to wonder how adjuncts might engage in these efforts when many faculty associations exclude them in their bylaws.

The status of "permanent adjunct" is, as Shumar has argued so eloquently, unrecognized. The growing presence of this cheaper more flexible work force threatens general educational wage levels and benefits. On my campus, the faculty association has responded to the perceived threat posed by this process of commodification; a committee has been formed that includes adjuncts and permanent faculty members to voice demands for better salaries and institu-

tional resources for adjuncts.—*Elizabeth Higgs, University of North Florida, Jacksonville.*

*What Else You Can Do with a Library Degree: Career Options for the 90s and Beyond.* Ed. Betty-Carol Sellen. New York: Neal-Schuman, 1997. 335p. \$29.95 (ISBN 1-55570-264-3). LC 97-18679.

In this era of specialization and heavy credentialism, it is refreshing to take a moment and browse through this updated edition of a book that highlights alternatives and describes the use of library training as a transferable skill. Building on an earlier Neal-Schuman effort (*New Options for Librarians*, eds. Sellen and Dimity S. Berkner, 1984), Sellen has gathered in these sixty-two essays personal accounts from librarians who have chosen to work outside the traditional library setting. She has divided the essays into seven major categories: publishers, writers, booksellers, and reviewers; purveyors of products and services to libraries; independent librarians on their own; independent librarians who have developed their own companies; those involved in association work and work in the academic world; librarians involved in the corporate world; and finally, librarians who have traveled farther afield. Within these seven categories are accounts from librarians working in fields as disparate as an art dealer (Jim Linderman), a contract cataloger (Joni L. Cassidy), an independent publisher of academic books by young and upcoming authors (Rao Aluri), and a risk-management researcher for Arthur Andersen (Anne McDonald).

Despite vast differences in job descriptions, some common themes emerge in these essays. Each writer describes his or her own transition from traditional librarianship, and those progressions demonstrate an impressive level of flexibility on the part of their authors. Many of these people ended up in their current roles

through serendipity, not by following a carefully planned lifelong career chart. Most of the essays convey a sense of optimism, as well as an ability to cope well with less job security than many of our ilk tolerate comfortably. The benefit for these essayists (particularly those who are self-employed) is freedom from bureaucracy, supplanted by the ability to absorb and adapt to change quickly and responsively. Another hallmark of the collection is the number of people who have created new careers for themselves out of family necessity: Aluri developed his publishing venture when he moved to North Carolina with his wife Mary Reichel when she assumed the university librarian post at Appalachian State, whereas Mary K. Feldman married, raised four children, and started college at age 42—all in preparation for her return-to-work career as an independent librarian!

There are two vital lessons for academic library readers in *What Else You Can Do with a Library Degree*. The first is that librarians—even those firmly entrenched in academe—can do something else with that MLS. (Perhaps we would all do well to venture outside the box on occasion to refresh ourselves, our perspectives, and our organizations.) The second lesson is this: When one of these people decides to return to traditional librarianship in higher education and applies for work in our organizations, we should consider seriously what they bring—flexibility, ingenuity, creativity, and a heavy dose of optimism. Rather than focusing on the presence or lack of traditional academic credentials, we might see that these people are high-energy innovators whose skills and perspectives could be of enormous benefit in the conventional library setting.

*What Else You Can Do with a Library Degree* is far from a scholarly work. Its essays are chatty, personal, and readable. They all have potential use for professional development collections in aca-

ademic libraries, particularly those with encroaching burnout among professional staff and those facing staff cutbacks or retirement buyouts. Many of these librarian-writers have made lemonade from lemons, and their stories are worth reading and sharing.—*Diane J. Graves, Hollins University, Virginia.*

**Meadows, A.J.** *Communicating Research.*

London: Academic Pr., 1998. 266p. alk. paper, \$59.95 (ISBN 0-12-487415-0). LC 97-23432.

In the great chain of scholarly communication, there really are only two essential beings—author and reader. The rest of us—publishers, libraries, indexers, booksellers—are all in the middle foraging for existence in the hard ground between the two. Some of us are more successful than others, such as Elsevier with its huge net profits. All of us, as A. J. Meadows points out, occupy niches that have been defined over the past three hundred years.

Since the middle of the seventeenth century, the number of people engaged in research and, correspondingly, the publications describing their research, have been increasing exponentially. Every ten or fifteen years, the volume of published information has doubled—meaning that over the course of any individual's career, the number of publications and the various channels for those publications has at least tripled. Meadows uses the illustration of the volume of research expanding like a balloon with researchers inhabiting the expanding surface. To cover the same area, researchers have learned to specialize and to collaborate in an effort to become more focused and simply to be able to keep up. Exponential growth cannot continue forever, and Meadows suggests that the expansion in research and in the communication of that research will follow an S-shaped curve that will flatten out around the middle of the twenty-first century. If it does not, Meadows points out, every adult and child in the world, along with every dog and cat,