

the disinclination for action; the sometimes ephemeral effect of student activism, as the student body comes and goes; the power of top administration to support or stymie meaningful change. Such insights are inevitably accompanied by savvy suggestions for facilitating change. Subsequent action-oriented chapters, the heart of the book, deal with "Buildings & Grounds," "Purchasing," "Dining Services," "Labs," and "Academic Departments." These provide a veritable cornucopia of techniques for reducing consumption and waste. The book's detailed suggestions remind us that changing institutional behaviors may be difficult. The tone might be called "realistic optimism": brisk and encouraging, neither whiny nor self-important, always hopeful that something out of the compendium will work for you.

The closing chapter returns to the overall task of "Greening the Ivory Tower." It offers a set of "lessons" learned in the Tufts experience. These lessons, like the suggestions for technical change, seem level-headed and practical. "Environmental Stewardship Almost Always Means Reducing Waste" is a lesson that might well be posted near your and my department photocopier. "Take Action Where You Can Be Successful" rings true to anyone who has labored as an environmental advocate beyond a single issue. "Never Take No for an Answer" indicates a resiliency evidenced in this handbook's wealth of alternatives.

Despite its length (nearly 300 pages), *Greening the Ivory Tower* should prove accessible to its audience. It is well organized, richly documented with graphics illustrating its technical recommendations, charted by a good index, and supplemented by an extensive bibliography. Most important, it is well written: clear and succinct, composed with strong topic sentences, clear headers, logical organization, and few digressions. Those experienced in environmental advocacy might anticipate long, sad, ironic anecdotes, but this practical book manages to slip them between the lines (the manager

in charge of watering athletic fields, we are told, had perfected a "water cannon" technique over many years and was not about to change).

The theme of student involvement is the focus of a chapter on "Student Activities" and, indeed, is interwoven throughout the book, but the point of view is not primarily that of students. A brief, but useful, discussion of curricula outlines the need for interdisciplinarity—successfully introduced into Tufts ES programs by Tony Cortese—and also discusses David Orr's more basic questions about the goals of education. Those interested in pedagogy should read Cortese and Orr; those interested in changing the institution's business behaviors should order *Greening the Ivory Tower*; display it in the library, and recommend it to colleagues.

When I recently commenced my course in environmental advocacy, I posed one of those first-day-of-class questions, one of the few I felt I could answer with certainty: "What is the most important characteristic of the environmental advocate who succeeds over the long term?" My answer remains "the one with a good heart." Sarah Hammond Creighton's book has a good heart and might lend good heart to its readers.—*Vernon Owen Grumbling, University of New England, Biddeford, Maine.*

The Eighth Off-Campus Library Services Conference Proceedings: Providence, RI, April 22–24, 1998. Comp. P. Steven Thomas and Maryhelen Jones. Mount Pleasant, Mich.: Central Michigan Univ., 1998. 350p. \$45.

The Eighth Off-Campus Library Services Conference Proceedings consists of papers presented at the conference held in April 1998. Papers are arranged alphabetically by author name, and cover the gamut of topics and issues involved with providing library services to off-campus and distance-learning students. In addition, this volume of proceedings of the Off-Campus Library Services Conference includes the tables of contents for the previous seven proceedings. These tables of con-

tents provide background on, and a good overview of, the evolution of off-campus services since the first conference was held in 1982.

Topics covered at the conference include design of Web-based tutorials; collaboration between universities, and between traditional and virtual universities, faculty and librarians, and main and satellite campuses; instruction on library resources via a variety of methods, including television, e-mail, and video, as well as other forms of computer-mediated communication; administration of distance-learning programs; enhancement of catalogs for remote access; promotion of off-campus services; consideration of collection development issues; evaluation and assessment of services; and provision of remote reference. Particularly interesting are the numerous papers on collaborations forged not only between traditional institutions, but also between virtual universities and physical universities as demonstrated by the agreement between Walden and Indiana Universities.

This collection of conference proceedings is a valuable tool for anyone participating in the provision of off-campus services. The papers on practices and procedures will be especially valuable for any library initiating services of its own or enhancing current services. The discussion of the complexities involved in providing off-campus service should be especially useful in informing librarians and administrators for purposes of future planning. In addition, as the wealth of topics discussed in the collection demonstrates, off-campus or distance learning affects all aspects of librarianship—from reference to instruction to collection development to cataloging to administration. As more students enroll in distance education programs, expectations will increase for remote access to the library and to all the resources it has traditionally provided.

One minor complaint: organization of the proceedings by theme or subject or the inclusion of an index would make browsing through them easier for those interested in particular topics within distance

learning. Despite this minor complaint, the Off-Campus Library Services Conference continues to be a valuable forum for librarians active in distance learning. The examples provided by those who participated in this conference are exemplary in their initiative and leadership in this field.—*Barbara J. D'Angelo, Southeastern Louisiana University, Hammond, LA.*

Grimes, Deborah J. *Academic Library Centrality: User Success through Service, Access, and Tradition.* Chicago: ACRL (ACRL Publications in Librarianship, no. 50), 1998. 154p. \$30, alk. paper (ISBN 0838979505). LC 98-19628.

Academic Library Centrality is based on a study aimed at identifying ways that academic libraries achieve centrality in the university's mission. Grimes discusses old conceptions and misconceptions regarding the status of academic libraries and seeks a new metaphor for libraries that is more appropriate at the turn of the century. In doing so, she demonstrates the need for librarians to improve their understanding of the larger academic community. In addition, she provides evidence of what leaders in academia expect of librarians and libraries. This study argues that librarians must move beyond the "heart of the university" metaphor and should examine the library's actual organizational relationships by using the concept of centrality.

"The library is the heart of the university." This claim has been made in publications, conferences, and public discussions for more than a hundred years. Grimes examines the use of this statement in historic accounts as well as in recent publications, and outlines discrepancies between what is implied by the metaphor and actual campus realities as demonstrated by teaching faculty who do not integrate the library into their instruction, by students who use the library as a study hall, and by administrators who fail to see the potential of librarians as instructors.

Both the status of library instruction programs and the authority granted library directors are central to Grimes's ar-