

University, and two liberal arts college libraries, Swarthmore and Earlham.

This is Dr. Wilkinson's doctoral dissertation for the School of Library Service at Columbia University. It is a carefully constructed, thoroughly comprehensive and workmanlike piece of scholarly investigation. In a masterful introductory essay, Dr. Wilkinson describes the undertaking, defines terminology, explains the choice of institutions for study, details the methods of collecting data, defines types of reference questions, sets forth certain hypotheses, and forewarns us of the limitations of his study. The next chapter offers a revealing history of the development of separate undergraduate libraries and the theory of improved service underlying the phenomenon.

Each case study is offered separately. First he covers the development of the philosophy of library service at the institution, and, less importantly, its historical statistics. As might be expected, this characterization of each library contains the key to the nature of reference service rendered there. Service was monitored for two weeks at each institution, one at mid-semester and one near finals during the fall of 1969. At Michigan and Cornell, activity at the reference desks of both the undergraduate and the main university libraries was monitored simultaneously. In this, and all other aspects of the investigation, Dr. Wilkinson was fortunate in having the assistance of his wife, Ann Matthews Wilkinson, who is also a librarian. The monitors recorded each question asked by an undergraduate and categorized it according to the types defined in Dr. Wilkinson's introduction. The response of the librarian, whether offering assistance, information, or direction, was noted. Attempts were made to observe the frequency with which the librarian approached the student to offer help, and how much effort was made to fully understand the question. Detailed statistical tables accompany each case study, and every effort is made to suggest the factors influencing reference services at the institution.

In his chapter on comparisons and conclusions, Dr. Wilkinson states that on the basis of only these four case studies, no generalizations concerning reference ser-

vices for undergraduates can be made. However, he does test his hypotheses and report major findings with respect to undergraduate services at these four institutions. For instance, his studies at Cornell and Michigan do support his contention that separate undergraduate libraries have overestimated the use which will be made of professional reference services by undergraduates. Furthermore, he finds that the use of reference services in undergraduate libraries decreases after the first years of operation. His very important hypothesis concerning faculty-librarian cooperation and consultation was also borne out in these four case studies. The librarians at the liberal arts colleges reported far greater faculty contact.

Reference librarians and library administrators will be interested in these studies and in the hypotheses tested. Most of all, they will want to measure their own reference services by some of the methods and standards which Dr. Wilkinson suggests.—*Elsie Reynolds, Reference Librarian, Hofstra University, Hempstead, New York.*

Lee, Sul H. *A Challenge for Academic Libraries; How to Motivate Students to Use the Library.* (Library Orientation Series, no. 2) Ann Arbor, Michigan: Published by the Pierian Press for the Eastern Michigan University Library, 1973. 98p.

It is becoming increasingly clear to academic librarians that without specific training students cannot effectively exploit informational resources in libraries. As a result, a number of academic libraries have been experimenting with a variety of orientation and instructional programs geared toward integrating the library into the undergraduates' community of learning and toward helping students develop as capable self-learners.

It is predictable that when a new trend occurs in librarianship, a conference soon follows. This second volume in the Library Orientation Series edited by Sul H. Lee contains four papers presented during the Second Annual Conference on Library Orientation for Academic Libraries held at Eastern Michigan University in May 1972. The papers published in this volume re-

flect the conference theme which was to explore problems and current practices in library orientation and instruction.

In the first article, Mary Jo Lynch offers sound advice which is applicable to the planning phase of any type of instructional program. This article should also be of particular interest to those librarians who are considering transplanting the Earlham College Library type program to a university setting.

The second article by Marvin E. Wiggins of Brigham Young University describes an instructional program which utilizes programmed type instructional devices. For those interested in an instructional program which utilizes these devices, this article describes a rigorous methodology for developing them and for evaluating their effectiveness.

After a rather long and rambling introduction which dominates the third article, Alice Clark of Ohio State University sketches a computer assisted instructional program which her library is preparing and testing.

The final article, by Charlotte Millis of Wabash College, is entitled "Involving Students in Library Orientation Projects: A Commitment to Help." Set in a small college and funded initially by a Council on Library Resources grant, the purpose of this unusual program is to develop an awareness by students of the library and to help them discover it for themselves. The library is thus represented not just as a collection of resources, but as an aid to develop the potential of each student. Ms. Millis states, "It is my belief that the key to orientation is being open to experiences which can involve students in actual ongoing library work, work which relates to their own particular interests and personal thrust. It is also offering them measurable results of their efforts—a product or effect they helped create—either a publication or a satisfied client." Through the freshman seminar program and a variety of other programs described in this article, the boundary between library and student is softened. Students serve as reference assistants at the reference desk and as bibliographic counselors in the dormitories. Students are also encouraged to design library displays, de-

velop vertical files on topics of interest to students, create bibliographies, and design guides to the library from the student point of view.

I believe Ms. Millis articulates rather well the role librarians involved in instructional service programs see for themselves when she asks, "Rather than being dispensers of information, merely giving students the facts, can we not see our role as facilitating total learning experiences so the student becomes less a recipient and more a creator, less a performer and more an explorer?" However, there are no hard and fast rules about how to achieve these ends, as is attested to by this book. A major value of this work is that it does provide a description of a body of experience gained by individuals who have helped to define or establish instructional programs, programs which themselves employ a variety of means to achieve their ends. The title is misleading, however, if it is interpreted to infer that this book contains proven methods for motivating students to use the library. None of the authors really discuss the issue of whether or not students who participate in library instructional programs use the library more often or more effectively. Long-term evaluation of the results of these programs lies in the future.—John R. Haak, *Associate University Librarian, University of California, San Diego.*

OTHER BOOKS OF INTEREST TO ACADEMIC LIBRARIANS

CORRECTION OF A JANUARY CITATION:

Robert E. Krieger Publishing Co., Inc. *Reference Catalogue of Indian Books*. 3 vols. New York: The Author, 1973. 3-volume set. \$105.00.

Boaz, Martha. *Toward the Improvement of Library Education*. Littleton, Colo.: Libraries Unlimited, Inc., 1973. 168p. \$10.00. (LC 73-82167) (ISBN 0-87287-075-8).

Bosseau, Don. *University of California, San Diego Serials System*. The LARC Association, Volume 1, issue 2, 1973. Peoria: LARC Press, Ltd.