

unobtrusive measures, such as citation studies and more refined methods yet to be discovered, will indicate both the influence of Tauber upon his contemporaries and the status of library operations of various types in the period covered.

Finally, one trusts that his biobibliography will not mean that Tauber's work has come to an end. There is still much to be done, particularly in the improvement of survey methods towards more objectivity, better measurement activity, and less obtrusiveness in the surveyors. Tauber's unique experience makes him an extremely valuable asset in aiding such future development.—*Phyllis A. Richmond, School of Library Science, Case Western Reserve University, Cleveland, Ohio.*

Maxwell, Margaret. *Shaping a Library: William L. Clements as Collector*. Amsterdam: Nico Israel, 1973. 364p.

After reading *Shaping a Library: William L. Clements as Collector* by Margaret Maxwell, I decided to set it aside for a couple of weeks and see what came through after. I am afraid not a great deal, although I recall the physical format (and I am not looking at it here) as rather ugly: the first part of the title in white not very clear against a light-tan jacket, the covers in a nondescript dark green, and the stitching showing in the pages throughout. So much for aesthetics.

The book itself reads like a doctoral dissertation, which I believe it was—with the usual earnest stance, mishmash of purpose, etc. I think the problem here is a falling between several stools: biography, antiquarian book collecting, and room-at-the-top academic hanky-panky. I was interested to note that Clements was an all-American boy who sprouted via his father's firm and his own admitted industrial talent, into the manufacturing big-time of heavy machinery. At the beginning of the book, biography is heavy; thereafter it is spattered throughout, but with little relation to its subject as collector.

To me, the academic jockeying over the true research value of the library—the collector of Americana versus the “what-can-it-do-for-my-research?” boys in history and

the trustee versus the university librarian (a very unfair match indeed)—was of considerable interest. I am myself ambivalent in the matter of the obvious monetary and bibliographical value of rare books and manuscripts as contrasted to the evident research worth of aesthetically drab and relatively inexpensive photographic reproductions of such material. My own feeling is that any collector, and Clements was indisputably one of the greats, has the absolute right to spend his money as he pleases, just as he has a right to build what he fancies to house his collection. What the value of a collection of rare Americana as source material for research may be over the long haul is another matter. Maxwell speaks of rivers, I believe, of written research pouring forth from the Clements Library, and I would have liked to see some current use, research, and acquisitions figures. That the Clements Library structure provides shelter and its contents titillation for visiting luminaries and, I presume, eminent Michiganders seems largely unrelated to scholarly endeavor and perhaps a sign of the decay of the times.

I think Clements' insistence upon the proper use and treatment of his library is admirable, as is his creation of the kind of library housing that appears less and less frequently in this age of multimedia and hardware. But, then, I am not sure that the tone and ardor of his collecting really live in the book in hand. However, few great bookmen have been so fortunate in memory as Dr. Rosenbach, who buys, plots, and lives in every page of Wolf and Fleming's fine biography.

What do we have if we ask the following routine questions: (1) What is the author trying to do? (2) How well does she do it? (3) Is it worth doing? Certainly Clements as a collector and, really, librarian is worth study; and this is done passably. All in all, then, the book seems a not unworthwhile effort to treat a subject that commands some attention. Bibliographically, the presentation is not very sturdy; but the book itself is well researched. Biographically, the strokes at portrayal are determined but not particularly effective. However, the academic background which sets off collector

and library is sketched rather well. It is interesting to pursue the fortuitous dance of atoms that led Clements to Randolph Adams, a noted librarian.—*Ted Grieder, Fales Library, Elmer Bobst Library, New York University.*

Lubans, John, Jr., ed. *Educating the Library User*. New York: Bowker, 1974. 435p. \$14.50.

All a reviewer's hoary clichés apply to Lubans' collection of essays—it is uneven, contains too much material, has rather fuzzily defined objectives, and even lacks an index. Nevertheless, *Educating the Library User* is one of the most useful and at times inspiring state-of-the-art books to come along in quite awhile.

Lubans has brought together some forty original essays on every facet of library instruction, from the elementary school to the technological university and from the library tour to videotape. Essentially descriptive, the work pretends to be a bit more; the first two sections, half the book, supposedly present a rationale for instruction and a discussion of faculty involvement in library-use education. In fact, however, the best essays in these sections are straight-forward descriptions of programs at specific schools or educational levels. A mention of rationale or faculty involvement seems incidental to the thrust of the essays. In any case, Farber's essay on library instruction at Earlham College is brilliant and humbling; equally good are essays on instruction in undergraduate libraries by Passarelli and Abell and in four-year-college libraries by Kirk.

The second half of the book describes the implementation and evaluation of library instruction programs. Included are both overviews of particular instructional techniques (tours, computer-assisted instruction, etc.) and descriptions of particular programs. Many of the essays are excellent, especially so given the seeming dryness of the subject matter. Lynch on library tours and McCormick on handbooks should become required reading for those wanting to improve their library's approach to such orientation techniques. Rader's "helpful hints" are an accurate summary for those

planning credit courses in bibliography.

The most noticeable failures in the book are the essays by teaching faculty, both from library schools and from outside the field. The essay by Starkey ("Library-Use Instruction: A College Teacher's Viewpoint") unintentionally shows us how far we have to go in faculty relations. The author, a professor of education, mentions the word "librarian" only once—and in the sentence "Have one librarian escort each group of five people on a guided tour of the library." A history professor writes on the intriguing topic, "The Lecture-Textbook Syndrome and Library Use," but uses his space to offer a diatribe against "our ludicrous system of mass education," as he puts it. Wondering why Lubans included such material, one supposes that having cajoled a faculty member into submitting an essay, it would take considerable temerity to leave it out.

The two essays from library school deans are not much better. Goggin on library instruction at universities does only a superficial survey. Breivik writes on library instruction and the library school, a worthy enough topic, but seems to have little conviction that library instruction has a place in the professional curriculum. She winds up plumping for her school's course on "the non-user in an urban setting" and for changing the name of library instruction to "Individualization of Communication Controls" (!)

One should not emphasize the book's failings, however, because it contains so much that is useful. It should become *the* basic work for beginning research in library instruction; it includes both a bibliographic essay and a nine-page selected bibliography, and most articles contain extensive notes. Every library instruction practitioner will want it nearby for its description of successful programs and lists of dos and don'ts. And it would be eye-opening auxiliary reading for librarianship students taking reference courses.

Lest we feel smug about American accomplishments, Earnshaw's essay on the cooperative production of audiovisual bibliographic aids in the United Kingdom shows how much could be done if our national organizations—and the directors of university