

which, as the librarian knows, often is exemplified by the statement "It is very difficult to put into words what you do not know." These chapters touch on the many obstacles to effective communication between librarian and the person needing assistance, and while not all the solutions for mastering the reference interview are provided, at least the beginning student of librarianship is introduced to the types of negotiation that are required of a reference librarian trying to coax out of the patron the real question and proceeding to help answer it.

In brief, this book deals with the reference process, as opposed to the study of specific titles, a process advocated to be a methodical, developmental sequence of decisions and actions that, at least in theory, will assist the reference librarian perform his or her function successfully and with satisfaction. It is allowed that everyday practice does not always follow the model, but the general process should be helpful in developing an effective reference method.—*James F. Parks, Jr., Millsaps College, Jackson, Mississippi.*

Proceedings from Southeastern Conference on Approaches to Bibliographic Instruction, March 16-17, 1978. Edited by Cerise Oberman-Soroka. Charleston, S.C.: Continuing Education Office, College of Charleston, 1978. 136p. \$7.

Proceedings from the 2nd Southeastern Conference on Approaches to Bibliographic Instruction, March 22-23, 1979. Edited by Cerise Oberman-Soroka. Charleston, S.C.: College of Charleston Library Associates, 1980. 71p. \$7. (Available from: Treasurer, College of Charleston Library Associates, Robert Scott Small Library, Charleston, SC 29401. Make check payable to: The College of Charleston Foundation, Inc.)

Conferences on bibliographic instruction are burgeoning, as are the published proceedings of the conferences. Having recently held its third annual conference, the Southeastern Conference on Approaches to Bibliographic Instruction is giving the LOEX Conference competition.

The first Southeastern Conference dealt with the construction, implementation, and

evaluation of bibliographic instruction. James Ward began the conference with a review of instruction programs and activities in the Southeast. Carla Stoffle outlined the steps necessary to inaugurate an instruction program and how to formulate objectives. The exercises and bibliography included with Stoffle's paper are particularly helpful. A developmental model for an instruction program was proposed by Keith Cottam. Sources of funding were discussed by Laurence Sherrill. He offered excellent advice on grantsmanship. Thomas Surprenant and Evan Farber both reported on specific programs in which they had been involved. In a delightful paper entitled "Bibliographic Instruction and 'Murphy's Law,'" Pamela Cravey concludes that "no single method works in all situations, no single method works in any situation but some methods work in some situations."

The final two papers, by Larry Hardesty and Richard Werking, dealt with promotion and evaluation of bibliographic instruction. Werking ended on a positive note, saying that bibliographic instruction does make a difference.

In addition to biographical notes on the speakers and a list of participants, the editor added a selective bibliography of periodical literature and ERIC reports for 1977.

The second conference, with the theme "Challenge of Change," presented speakers with a more pessimistic and defensive attitude. Anne Roberts presented a paper on the internal and external politics of library instruction in which she concluded that politics must play a part in our potential growth.

The defense of credit courses, independent study, and class-related instruction was discussed by Jacquelyn Morris, James Self, Patricia Kampe, and Sharon Rogers. Pamela Palmer and Donna Gambill advocated bibliographic instruction integrated with academic courses. Philip Dare countered this idea, saying that one-to-one contact between the librarian and patron should not be forgotten. The independent study approach through a workbook was presented by Judith Pryor. In conclusion, James Benson suggested in a radical assessment that bibliographic instruction must be scrutinized in order to prevent mistakes



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that are made "upon a shared misapprehension of reality."

Published proceedings of conferences miss the spontaneity and personality of "live" speakers, but in these days of dwindling travel budgets they are better than not knowing what is being discussed.—*Christine Bulson, State University of New York, College at Oneonta.*

Improving Library Instruction: How to Teach and How to Evaluate. Papers presented at the Eighth Annual Conference on Library Orientation for Academic Libraries held at Eastern Michigan University, May 4-5, 1978. Edited by Carolyn A. Kirkendall. Library Orientation Series, no.9, Ann Arbor, Mich.: Pierian Press, 1979. 142p. \$8.50. LC 79-87707. ISBN 0-87650-109-9.

Over the years, and with few exceptions, the presentations from the annual conferences on Library Orientation for Academic Libraries at Eastern Michigan University have provided academic librarianship with noteworthy and pertinent information and reportage. Beginning in 1971 with the first conference, entitled "Library Orientation," the succeeding sessions have extended a variety of focuses on library instruction.

As noted by the editor, Carolyn Kirkendall, this latest volume in the series is still labeled "orientation" even though most librarians now prefer to utilize other terminology, including the popular "bibliographic instruction" and "user education."

The eighth annual conference provided attention for "how to" teach and evaluate. The perspectives given included learning and motivation, Project LOEX, instruction with slides, freshmen programs, and the British scene, to name a few.

The chapter on LOEX and the national scene by project director Kirkendall includes information on current trends. LOEX now is listed as being in contact with some 1,600 academic libraries that are developing or giving some form of library instruction to collegians. Kirkendall correctly states that all of the areas she covers within these trends seem to emphasize the propensity exhibited toward the continuing support for such services. Most programs that have shown promise now have administrative

backing of some kind. Last, Kirkendall states that "Instruction itself is not just a frill . . . or a ploy . . . or a gimmick . . . or a convenient bandwagon onto which the ambitious reference librarian can jump to be seen. It is an essential service of the academic library."

The reflections of Edward G. Holley in terms of the past and future are very aptly set forth. In summation he stipulates some queries that should be addressed, including one that refers to future patterns of attempts to serve users in academic libraries. He does not sally forth with definitive answers but brings his positivism via a Justin Winsor dictum: "A collection of good books, with a soul to it in the shape of a good librarian, becomes a vitalized power among the impulses by which the world goes on to improvement."

Some of the sections read slowly because they were initially intended to be heard. The annotated review of the literature by Hannelore B. Rader has extended, updated sources that will continue to prove useful to many instruction librarians.

As expected, Carolyn A. Kirkendall has edited another outstanding compilation of succinct speeches (she notes that they are not papers) from the Eastern Michigan conference. This volume is recommended for all those involved with some type of library instruction program.—*Barbara Grippe, Edinboro State College, Edinboro, Pennsylvania.*

Rogers, A. Robert. *The Humanities: A Selective Guide to Information Sources.* 2d ed. Library Science Text Series. Littleton, Colo.: Libraries Unlimited, 1979. 355p. \$19.50 cloth, \$13.50 paper U.S. and Canada; \$23 cloth, \$16 paper elsewhere. LC 79-25335. ISBN 0-87287-206-8 (cloth); 0-87287-222-X (paper).

The first edition (1974) of *The Humanities* opens with the statement that the work "is planned as a text rather than a research treatise." The present edition makes no such claim; in fact, it does not mention its intended audience or purpose. Since, however, the approach, format, and content are so similar to those of the earlier edition and since the work is in the publisher's Library Science Text Series, one can surmise