

is being heard. A fiche alone could never begin to address the specific details given on the cassette, but a cassette alone would lack the visual impact. In short, the combination works well for this presentation.

To demonstrate the use of the *ERIC Thesaurus* in combination with *RIE* and *CIJE*, the user follows the steps in a sample search on the College Entrance Examination. The notations for each descriptor (date the term was added and the number of times it has been used) as well as the abbreviations for related terms (UF for "use for" and NT for "narrower term," for example) are all defined as part of the explanation of the descriptor page. The differences in coverage of the two indexes and the arrangement of each are detailed, and there are sample entries from the document sections showing the abstract, identifiers, and availability of the item. The author index and institution indexes are also shown. A clear distinction is made between ERIC documents available on fiche in over 700 libraries, and journal articles that must first be accessed by journal title in the library's card catalog. The program runs twelve minutes with the last two to three minutes being devoted to a review of the presentation. Recommended for the beginning education major, anyone approaching ERIC for the first time, and individuals who wish to review the ERIC tools, this program would be a worthwhile addition to any library instruction collection.—*Jean W. Farrington, University of Pennsylvania, Philadelphia.*

Library Instruction and Faculty Development: Growth Opportunities in the Academic Community. Edited by Nyal Z. Williams and Jack T. Tsukamoto. Ann Arbor, Mich.: Pierian Pr., 1980. 98p. \$10. LC 80-82263. ISBN 0-87650-125-0.

This collection of papers, presented at the Twenty-Third Midwest Academic Librarians' Conference (Ball State University, May 1978), attempts to analyze the symbiotic relationship between the faculty development and library instruction movements. Although the literatures of both movements are expanding rapidly and consume the time and energies of many an institutional committee, there has been little dialogue

and cross-fertilization between the two. The changing student population, growing financial pressures, exponentially increasing sources of information, and the appropriate use of technology in higher education are joint concerns. But, as Ray Suput writes in the foreword, the specific focuses of faculty development and library instruction are mismatched—the former is faculty-oriented and the latter is student-oriented. The authors (representing librarians, faculty, and library and institutional administrators) address opportunities and strategies for enhancing interaction between the two movements.

Participants Jesse McCartney and Paul Lacey draw upon the work of faculty-development proponent Jerry Gaff as they detail three approaches to development: personal, instructional, and organizational. Dwight Burlingame suggests that library schools must be agents of change in equipping librarians with essential research and teaching skills that allow them to assume a more credible and substantial role in faculty development. The ability of library instruction to strengthen the bond between research and teaching is discussed by Patricia Senn Breivik. She advocates participation by librarians in the research planning process and in the construction of "real life" learning experiences for students. William Stephenson characterizes faculty as "disciplinary chauvinists"—a description that may explain the success of discipline—and course-specific bibliographic instruction. Evan Farber describes just such a successful approach in his review of Earlham College's library program.

Panel discussants Sharon Rogers and George Gardiner decry the status differential between faculty and librarians implied by several of the speakers and outline strategies to neutralize the differential. Finally, John Barber makes a plea for social insight, while Marilyn Ward contends that librarians should help change faculty self-perceptions from subject specialists to teachers.

The conference's emphasis is definitely on Gaff's notion of faculty instructional development. Too little attention is given to the librarian's (and library administrator's) function in organizational development.

There is surely a role for librarians in more fully integrating the library into the institution's faculty development goals, particularly to ensure equal consideration with other contenders for a piece of the faculty development action (e.g., computer literacy programs). Library involvement in departmental review and institutional accreditation proceedings might also be considered.

Symbiosis implies a close association of two organisms that is not necessarily mutually beneficial. The conference participants have illustrated the opportunities for librarians to enhance the faculty development movement, but the "growth opportunities" are generally one-sided. The question of faculty participation in the library/librarian development process is unanswered.

This volume, the eleventh in Pierian's Library Orientation series, does provide some interesting think pieces and useful examples for librarian involvement. In comparison to its predecessors in the series, however, it lacks some of the earlier enthusiasm and conviction—perhaps a sign that the honeymoon period for library instruction has ended.—Wendy Pradt Lougee, *Brown University, Providence, Rhode Island.*

Renford, Beverly, and Hendrickson, Linaea. *Bibliographic Instruction: A Handbook*. New York: Neal-Schuman, 1980. 192p. \$14.95 plus \$1 postage and handling. LC 80-12300. ISBN 0-918212-24-3.

It is an ironic fact of librarianship that major movements take an inordinately long time to appear in the monographic literature or as textbooks. Bibliographic instruction is a case in point: interest, activity, and innovation continue to gain momentum while BI journal literature, conference announcements, and continuing education blurbs swamp one's desk. Yet to date there has been only one attempt to codify the full range of principles and practices, the *Bibliographic Instruction Handbook* published by ACRL in 1979 (reviewed in *College & Research Libraries* 41:82 [Jan. 1980]). The present volume, despite its nearly identical title, is very different in intent and arrangement and should be welcomed by everyone in the field of academic library instruction, whether veteran or novice.

Whereas the ACRL publication, a spiral-bound committee effort of the Bibliographic Instruction Section, consists of a series of useful checklists, charts, model statements, and assorted papers on setting up a BI program, the Renford-Hendrickson volume provides a much more complete picture of library use instruction.

Renford and Hendrickson have organized their work according to the principal modes of BI with chapters on planning, orientation, the printed word, course-related instruction, library skills workbooks, credit courses, computer-assisted instruction, and AV materials and equipment generally. Each chapter addresses the appropriate situation for the teaching method under consideration, with a thoughtful review of the advantages and disadvantages inherent in that approach. Then follows a discussion of how one would go about designing and carrying out that form of BI, giving solid advice, full-page examples, and warnings of pitfalls. Chapters conclude with footnotes and suggested readings, all of which are relevant and up to date. A list of additional sources (including clearinghouses and organizations), a brief glossary, and a subject index appear as back matter.

Throughout their book, Renford and Hendrickson provide the sort of practical insights that only seasoned BI librarians can offer. Especially astute are their observations on the politics of BI; and on the critical importance of flexibility, of communicating through channels, of involving as many staff and faculty as possible, and of keeping the program visible. The degree of detail varies, however, from chapter to chapter. For instance, much is said about how to structure a printed self-guided tour but there is very little discussion of how to put together an audio or AV tour that would accomplish the same end. Evaluation is admittedly a difficult problem; for just that reason more space might have been given to it. Despite occasional cursory treatments, virtually every surface aspect of BI is covered with sufficient emphasis so that readers can extrapolate ideas to their own situations.

The reviewer has only one serious reservation about this long-needed book: that is, that the concepts and content of effective instruction are scarcely mentioned. No-