

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-

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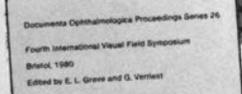
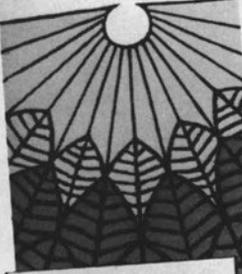
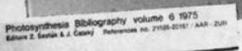
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where do Renford and Hendrickson discuss what topics or titles can best be covered in any particular form of instruction and why. For example, in the section on the presentation aspects of the single lecture, they suggest ways of organizing material so that students are interested and engaged by it, but they never touch on pure BI theory: why certain concepts are appropriate to certain levels of users, how concepts should be sequenced, and how to present a versatile search strategy that can be transferred by the student to other disciplines and institutions. This omission is regrettable, but to cover these areas the text would need to be twice as long. Perhaps we should be grateful that the book has appeared at all—and not a moment too soon for most of us.

Bibliographic Instruction: A Handbook is most highly recommended, in fact should be required, anywhere academic BI is seriously undertaken. Together with the ACRL volume (which, by the way, is currently being revised by a committee chaired by Beverly Renford), it provides an excellent what-to-consider manual for the practitioner.—Mary W. George, Princeton University Library, Princeton, New Jersey.

The Library and Information Manager's Guide to Online Services. Edited by Ryan E. Hoover. Professional Librarian Series, V.12. White Plains, N.Y.: Knowledge Industry Publications, 1980. 270p. \$29.50 hardcover; \$24.50 paper. LC 80-21602. ISBN 0-914236-60-1 hardcover; 0-914236-52-0 paper.

A distinguishing feature of *The Library and Information Manager's Guide to Online Services* is the depth of documentation cited for every major topic covered. The citations reflect the relative maturity of online services at the start of the 1980s. Anyone new to the field today faces information overflow, when a decade earlier the newcomer had only a few personal accounts to read. In a thorough manner, this *Guide* succeeds in focusing attention on key managerial issues and in presenting both valuable factual data and various viewpoints on controversial topics.

The *Guide* consists of ten individually authored chapters. Two chapters by Ryan E. Hoover—"Overview of Online Information Retrieval" and "The Mechanics of Online

Searching"—are excellent introductions for any uninitiated searcher. Databases, their producers, and vendors of services are concisely reviewed in two chapters by Kathleen Sheton and Alice Bahr. Management concerns and questions of service policies are summarized by Donald T. Hawkins, while specific areas are further explored in three subsequent chapters. John C. Blair's paper focuses on measurement and evaluation of various aspects of online services and their management; promotion is covered with helpful hints and illustrative examples in a chapter by Alice Bahr; and Kristyn Kuroki discusses the range of available training modes for searchers. A chapter by Mary Berger and Barbara Quint is devoted to the growth and role of online user groups, a topic not as yet extensively documented in the literature. The final chapter, by Ryan Hoover, presents a view of the future in which a greater reliance on electronic storage and retrieval of information will permit the information specialist to provide information on demand, without the need for physical library buildings and collections.

The reference use of the *Guide* is enhanced by a glossary of more than eighty online phrases, a short selected bibliography, numerous citations footnoted at the end of each chapter, and a detailed index.

The *Guide* is the twelfth title in the publisher's Professional Librarian series, which emphasizes practical information about technological developments, supported by operational examples. It is an easily usable package of practical information to aid those interested in online services. Topics discussed are of universal interest to any type of library. However, as noted in the text, academic libraries have not met yet the full potential to use such services, and thus this *Guide* may be of particular interest to their users and staff.—Danuta A. Nitecki, University of Illinois, Urbana-Champaign.

Annual Review of Information Science and Technology, Vol. 15, 1980. Edited by Martha E. Williams. White Plains, N.Y.: Knowledge Industry Publications, 1980. 413p. \$42.50. LC 66-25096. ISBN 0-914236-65-2. ISSN 0066-4200.

It is no exaggeration to say that the *ARIST* volumes have received more praise than any other information science publica-