

brary Practice series, which includes monographs on serials, medical, university, and picture librarianships. Edited by A. Rennie McElroy, this collection of essays is distinctly British in content and perspective. "The Educational Environment," "Colleges and Their Libraries," and "The Librarianship" are the major headings, which correspond to the three theses stated in the introduction: (1) to contribute to the management of the parent body, (2) to understand the parent body's needs, wishes, and problems, and (3) to sell the library to its users (p.xv). McElroy maintains that this work is more philosophical than practical. He asserts that it is "about objectives and policies, rather than day-to-day practice of college librarianship" (p.xvi), yet the subtitle and the essays in the last half of the book contradict this intent.

Within the first grouping one wanders amid a plethora of acronyms for the various educational councils, committees, and governing bodies in the United Kingdom. Such dotted language necessitated a five-page glossary of abbreviations and acronyms preceding the index. McElroy's own essay, "The Library in the College: Working in Education," reflects a clear sense of direction about college librarianship and a strong commitment to its enhancement. He emphasizes the importance of the teaching role for a librarian and the need to be seen and heard on faculty boards and college committees. He contends that "college librarianship traditionally requires considerable flexibility of library management, a willingness to experiment with significant changes in major aspects of service, and the frequent absence of the librarian from his library" (p.3). As essayist, McElroy successfully touches upon the crucial issues outlined for discussion within this work.

"Colleges and Their Libraries," the second division, covers an assortment of British levels of higher education. Small libraries (20,000 volumes or less), polytechnic colleges of further education (vocational), monotechnic (navigation, art), sixth form, tertiary, and the libraries in polytechnic library schools receive consideration within the context of the oper-

ating environment for college libraries. In "Polytechnics and Central Institutions" John Cowley observes that "library, computer, and educational technology services will grow closer together as disciplines and systems converge into an integrated learning resource" (p.151). Such predictions fall close to home with the U.S. librarians' recommendations in *Alliance For Excellence*.

In the final section, and by far the longest, the essays drift from very specific, even practical, discussions of staffing patterns and duties, collection development (stock exploitation), finance, reader services, user education, and new technology to the status of libraries in North America (limited to community college learning resource centers), Australia, and Continental Europe. John Bate concludes the volume with his essay, "Some Trends in Further and Higher Education to 2000: The Libraries' Response." He expresses a realization that the future of Great Britain (and that of us all) bespeaks an increasingly leisure-oriented society with emphasis on technical, specialized training, and continuing education.

If one strips away the British slant and searches for the philosophical enlightenment of forces pressuring and motivating college librarians and if one reflects upon McElroy's proposed theses, then one can digest some worthwhile information scattered among the separate essays. The apologies of the editor for whatever faults exist in his not tampering with the selections do not alleviate the redundancy and incohesiveness facing the reader. With the potential of assessing the value of college libraries to lifelong learning in a changing society, *College Librarianship* falls short of its objectives. The whole does not equal the sum of its parts nor the purchase price.—Constance L. Foster, *Western Kentucky University, Bowling Green*.

Caputo, Janette S. *The Assertive Librarian*. Phoenix, Ariz.: Oryx, 1984. 254p. \$19.50 LC 83-43252 ISBN 0-89774-085-8.

Assertiveness training is based on the premise that people are free to choose how they will behave from one situation to the next. The assertive option involves



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standing up for one's own rights without violating the rights of others. Non-assertiveness is not standing up for one's rights; aggressiveness (including passive-aggressiveness) is infringing on others' rights.

This book, written for librarians by a librarian who is also an assertiveness trainer, is practical in its focus and professional in its scope. It is intended to serve as a textbook for assertion training workshops for librarians, but should be equally useful as a self-help book. The author seems interested in assisting her colleagues in their individual professional development, and also in helping to counteract the stereotype of the nonassertive librarian.

Topics include: personal rights and responsibilities; goal setting; self-esteem and self-confidence; verbal assertion; nonverbal assertion; irrational beliefs; coping with defense mechanisms, and—by way of summary and integration—a chapter on the assertive library supervisor.

The most basic assumption of the author is the aforementioned assumption of the assertiveness training field: "behavioral responses are learned rather than instinctual and . . . we therefore have control over the responses we wish to learn, unlearn, and select for use" (p.ix). The author does acknowledge some limits to this control, as in her discussion of defense mechanisms.

Assertiveness is defined in relation to basic human rights (standing up for one's own rights) and corresponding responsibilities (respecting others' rights). The author enumerates five such basic rights: to be respected; to have and express feelings; to make mistakes; to say "no"; and to ask questions. She also considers some specific situational rights and responsibilities of librarians, library users, and the governing bodies over libraries.

The Librarian's Discomfort Inventory is included to help the interested reader establish a baseline before setting assertiveness goals. The inventory helps one identify what nonassertive or aggressive behaviors are characteristic of oneself; with

whom and under what circumstances assertive behavior is difficult, and what topics are personally unpleasant to discuss.

The chapter on self-esteem and self-confidence includes exercises for measuring the former and enhancing the latter.

The chapters on verbal and nonverbal assertion are at the heart of the how-to features of the book. Drawing widely on the relevant literature, the author here presents substantial material for self-help.

The treatment of irrational beliefs, à la Albert Ellis, reinforces the basic premise of conscious rational choice of one's behaviors. The chapter on coping with defense mechanisms includes useful material related to general stress management.

Finally, the chapter devoted to the assertive library supervisor applies all of the foregoing principles to conduct in the managerial role.

The book is researched and written well. Although it is practical, rather than theoretical, it is nonetheless scholarly, with numerous, meticulously documented references and a good index (the latter compiled by Linda Webster). It is admirably suited to its purpose.—M. J. La Plante, *University of Illinois at Chicago*.

Intner, Sheila S. *Access to Media: A Guide to Integrating and Computerizing Catalogs*. New York: Neal Schuman, 1984. 309p. \$35. LC 84-1035. ISBN 0-918212-88-X.

An expansion and revision of the author's doctoral thesis of similar title (*Access to Media: An Investigation of Public Librarians' Practices and Attitudes Toward Access to Nonprint Materials*, Columbia Univ., 1982), the current *Access to Media* "is intended to be used as a handbook for change from manual, nonintegrated bibliographic systems to integrated and automated systems as an ultimate goal."

Leaving largely intact the basic chapters of the original thesis, reworked from the language of the graduate school to the practicality of "Can I understand this even if I'm not a librarian?" test, it is the author's intent that "Reading this book should provide an overview of the current state-of-the-art as well as the components necessary for changing a library's proce-