

reader plows through the article on flex time (a topic whose vitality peaked some years ago) only to learn that empirical studies show flex time to have a generally positive effect on morale, though library-specific studies result in inconclusive findings. Such findings are hardly worth the time and energy expended. The piece relating to the development of an internship program was long on news and institutional boosterism, but left the reader little to ponder. And that's the disappointment. Fewer than half of the contributions in this collection give much to tuck away for further professional discussion; much less do they pique interest in additional research.—*Jonathan D. Lauer, Aurora University Library, Aurora, Illinois.*

Issues in Academic Librarianship: Views and Case Studies for the 1980s and 1990s. Ed. by Peter Spyers-Duran and Thomas W. Mann, Jr. Westport, Conn.: Greenwood, 1985. 206p. (New Directions in Librarianship, No. 7). LC 84-15733. ISBN 0-313-24645-9.

Addressing the conflicting issues and priorities raised through the impact of social and technological change upon academic and research libraries is always a difficult task. For the vast majority of the professional literature, one or two aspects of this process are emphasized or presented in detail. The editors of this volume have done all library personnel a significant service by collecting fourteen papers given at the conference on "Contemporary Issues in Academic and Research Libraries" held in Boulder, Colorado, February 28–March 1, 1984. Taken together, they provide a clear picture of a tangled subject. The administrative viewpoint is visible throughout; as many of the authors are themselves in senior administrative positions, this is understandable and logical.

The opening essay by David Adamany reviews the position of research libraries as seen from the perspective of a university president. Due consideration is given to matters requiring presidential input, such as recruitment, budget planning, creation of a development plan, and personnel evaluation. In their respective pa-

pers, Runyon, Frank, and Dupuis further explore various types of strategic planning and their effects on situations as varied as Texas Tech University, Quebec cooperative development, and general library management. McCabe notes with some regret that "a preferred methodology of management . . . has not yet appeared" (p.27). Faced with challenges stemming from an exploding technology in virtually every area of information production and storage, this is hardly surprising.

It is this challenge dealt with by the remaining papers in the areas of electronic publishing, public sector/private sector interaction (and competition), library architecture, optical disks as a medium of preservation (as contrasted with more traditional forms and techniques), and computer literacy. Robert Zich's paper on the Library of Congress optical disk project and James Hart's case study of teaching computer literacy at the University of Cincinnati are particularly useful for summaries of current practical approaches to two frontier areas of preservation and instruction. Equally useful is the analysis of the public sector/private sector controversy presented by Glyn Evans: an especially noteworthy feature is a brief background history of the federal and professional reports issued on this topic. Library schools and the type of librarian needed in the brave new library world of the 1980s and 1990s are examined by Boyd Rayward, with emphasis laid upon practical implementable research utilizing the very technologies that pose such opportunities for the profession. Opposed to this is Edward Reid-Smith's call for increased user education so as to create a greater degree of self-sufficiency or "informatacy," permitting professional personnel to be better used. Finally, the idea of professionals as faculty is summarily dealt with by Fred Batt, who advocates making such ranking an option for academic and research library personnel, rather than saddling them with duties potentially detrimental to their effective functioning.

While some of the issues discussed in this collection have been more fully treated elsewhere in the literature, the papers here do serve one extremely impor-

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tant function. This is to provide a picture of developmental trends at the interface between library user, librarian, and the new technology, which gives ample weight to maximizing possibilities for all three.—Robert B. Marks *Ridinger, Founders Library, Northern Illinois University, DeKalb.*

Adams, Mignon S., and Jacquelyn M. Morris. *Teaching Library Skills for Academic Credit.* Phoenix, Ariz.: Oryx Pr., 1985. 211p. \$29.50. LC 83-43238. ISBN 0-89774-138-2.

Kumar, Girja, and Krishan Kumar. *Philosophy of User Education.* New Delhi, India: Vikas, 1983. 247p. \$30. ISBN 0-7069-2288-3.

Nowadays it is difficult for a book on bibliographic instruction to stand out on the shelf. Such a plenitude of them crowd in. But *Teaching Library Skills for Academic Credit* is an exception—a pragmatic guide to BI that earns its appellation. A shopworn word in librarianship, *pragmatic*

must be used carefully. With this in mind, part 1 explores theory and practice and thankfully is short on theory; academic librarians are well aware of why BI should exist. How to devise a profitable library course is more germane to current interest. Here this book excels. Establishing, planning, then developing materials for the library course constitute succinct, procedural chapters. Not to discourage the juggernaut of BI, a section on program survival forewarns of possible impediments to success. Although satisfactory, this section could have been lengthened with incognito examples of failure. In the chapters on teaching and evaluating the library course, old wounds open afresh. If academic librarians are overcognizant of the need for BI, they are equally sensitive to the fact that they are not always perceived as classroom teachers—that is, until they prove themselves. In light of this compromising position, the ideas put forth are highly requisite—so much so that, again, further elaboration would not seem tedious. Some academic librarians come to BI already in possession of a pleasant, communicative style. But for those unsure of their ability to teach, this crash course will be of assistance. Part 1 aptly demonstrates that whereas the theory behind BI satiates, exemplary practice whets the appetite.

Part 2 considers eighteen case studies of actual BI programs, some of which are heartening to hear about in that they surpass the usual one-credit-hour course. This is not to disparage the mainstay of most academic libraries, but to point out that progress has been made. Miami University offers "EDM 252: Scientific Information Sources" (full semester); Penn State, "Library Studies 470: Federal and Legal Information Resources" (team taught with law professor, fifteen weeks); Mankato State, "Sociology 206: Careers in Criminal Justice" (library component ten to twelve-hour module); and Paterson College, "ELED 609: Research Seminar in Elementary School Subjects" (team taught with education professor, sixteen weeks). Team teaching appears to be the wave of the future for specialized BI courses; understandably so since profes-

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