

broad topic. Nevertheless, it could have outlined the agenda the profession must follow to evaluate reference services in public and academic libraries. The profession must define what it means by reference services (including online services); it must establish standards for these services; it must devise techniques for measuring services against these standards. It must integrate into a cumulative judgment the individual judgments of the various factors. F. W. Lancaster identifies in his article as things that can affect the quality of reference service. These factors include the conduciveness of the environment for information seeking, library policies, the reference collection, library staff, question complexity, the abilities of the user, and the existence of referral agencies.

Thus far attempts to evaluate reference service fall well short of this ambitious mark. The best hope is offered by efforts such as the one Marjorie Murfin and Charles Bunge describe in which both librarians and patrons in a number of libraries complete questionnaires describing and evaluating particular reference encounters. All of this data is then analyzed by computer. Although they caution that their results are preliminary and subject to revision after further analysis, one can conclude that good reference service is labor intensive in that it takes time and that it is more likely to be judged effective if the librarian searches for the information requested rather than suggests a strategy through which it might be found. Work must continue on this and other techniques until collectively they reach a point at which someone can synthesize them into the best possible way to measure and evaluate reference.

Several articles explain how to evaluate databases and reference works and one article discusses reference collection policies. Because these articles fail to consider the impact on library patrons, they are peripheral to the volume's central concern of evaluating reference service.

Collectively these articles capture the state of the art of evaluating reference—not only the techniques but also the beliefs

the profession holds about evaluation. Thus far, belief in evaluation's value far outweighs the results derived from evaluation experiments. This volume states the problems; it does not offer solutions. However, because methods of evaluating reference service must be found and because this overview comes at a time of renewed interest in the evaluation issue, it ought to encourage both theoreticians and practitioners to work on the agenda outlined above.—James R. Rettig, *University Library, University of Illinois at Chicago*.

Campbell, Duncan D. *The New Majority: Adult Learners in the University*. Edmonton, Alberta, Can.: Univ. of Alberta Pr., 1984. 146p. \$11.50. LC 84-091063-0 ISBN 0-88864-097-8.

Although this book has a Canadian focus, it deals with an important issue of higher education that should be of equal interest in the United States. Campbell, a professor of continuing education and higher education at the University of Alberta, argues the importance of institutions coming to terms with the educational needs of working adults beyond traditional college age. Programs serving this group have frequently been outside the mainstream of normal University priorities in both Canada and the United States; but with changing demographic and social patterns, a group once seen as peripheral to the central mission and goals of higher education is now an increasingly important segment of its population. Campbell believes that universities must face this fact and act upon it if they are to remain dominant in the education field. The points raised in this short book are good ones, but one wonders if this was the best means for transmitting them. There is a good deal of repetition between sections and maybe a long, well-written article in a prominent journal would have presented the message more concisely to a broader audience.

The first section provides an historical retrospective on continuing education in Canada with reference to other countries, especially the U.S. and the United Kingdom. Later sections deal with the rhetoric,

types, design, and delivery of continuing education programs. Only in the next-to-last chapter does Campbell begin to present his ideas for change in the organization and policies of continuing education. Since many readers will be relatively familiar with the current status of continuing education much of the material in this area could be condensed with greater attention then devoted to the future.

Libraries are specifically mentioned only a few times in this book, but Campbell does note the tension between libraries who want to keep holdings intact and the continuing education student's need for resources in locations remote from the central university campus.

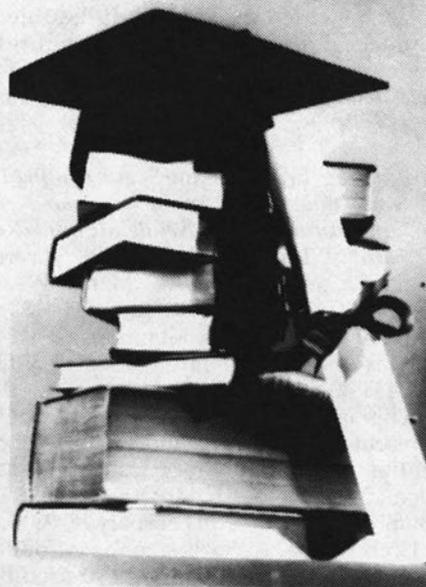
The issue of education, including adequate library services and collections for the older adult, is an important one; and academic librarians need to be especially conscious of activities and trends in their own states, provinces, or regions. Those wanting a broader overview will probably

find that this book does nicely, providing a readable, jargon-free approach with chapter summaries and a fairly extensive, if a little dated, international bibliography.—*Elizabeth M. Salzer, Michel Orradre Library, Santa Clara University, California.*

Tedford, Thomas L. *Freedom of Speech in the United States.* Carbondale, Ill.: Southern Illinois Univ. Pr., 1985. 473p. \$29.95. ISBN 0-8093-1220-4.

This is a textbook for an upper undergraduate or graduate course in communication. As such it bears all the marks of the textbook and would be barred from college libraries, which reduce theft by excluding the textbooks from courses locally taught. For other libraries all the way from high school to research, the book has a definite use, but not as something to curl up with on a rainy evening. It is a textbook and suffers from the characteristics of all such works, while as a reference book it

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