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plementary records that exist already for check-in and binding need not be duplicated in a card catalog.

Description of computer cataloging is limited to OCLC, CONSER, and computer-generated book catalogs. While these are adequate, it is unfortunate that discussion did not go a step further to investigate the integration of all serials processes in a single computer system, pros and cons. An area that deserves attention in future editions is reorganization of serial departments and redesign of work flow required by automation.

The section on binding remains little revised, but library binding is certainly a tradition and slow to change. However, this section contains an unnecessarily long historical look at bindery procedure in libraries, especially LC. Very little attention is given to developments in binding technology that now provide multiple options at variable costs for preservation of collections, and there is little discussion of the alternatives to binding. Microforms are not considered as an alternative or as a conservation mechanism, but as a necessary evil that is welcome only in moderation. Comments such as "when microforms must be resorted to" are indicative of that view, which may be justified in many specific cases, but should not be the tenor of the discussion.

There is much in this book that is very good, very true, and required reading for all students of serials. I regret that more of the present and future were not incorporated into it.—*Sharon Bonk, State University of New York at Albany.*

"Current Library Use Instruction." A. P. Marshall, issue ed. *Library Trends* 29:1-172 (Summer 1980). \$5. ISSN 0024-2594.

This issue of *Library Trends*, edited by A. P. Marshall, contains eleven articles under the rubric of "Current Library Use Instruction." Overall, a great deal of what is said in this issue has been said before—and in some cases it has been said better elsewhere. Marshall states in his introduction that if some new thoughts or converts to library use instruction result from the issue, the effort is not wasted. Four articles stand out as having the potential to meet Marshall's hopes.

"Library Use Education: Current Prac-

tices and Trends" by Carolyn A. Kirkendall should be read first because it sets the tone for the entire issue. This article, better than any other, provides us with an idea of the progress of library instruction as it has evolved over the past decade. Of particular note is the expansion of interest in computer-assisted instruction at a time when both mini- and microcomputers are becoming popular. To a well-written, objective article, Kirkendall adds a strong personal note that we must continue the cooperative search for better library use instruction than has characterized the field to date.

Sharon Rogers, in her article entitled "Research Strategies: Bibliographic Instruction for Undergraduates," focuses on a major problem in library instruction. The central theme is that success in teaching research strategies hinges on the question of "what is to be taught." She provides a convincing argument for the primacy of the question by examining two specific aspects of her theme. They are whether to continue to teach sources or process, and whether to use library or discipline-related models. Rogers also addresses the issues of the proper time to teach, methodologies, and who should do the teaching. Since the article is concerned with the conceptual basis for teaching research strategies, it can provide a basis for both planning and evaluation.

The article entitled "The Computer as an Instructional Device: New Directions for Library User Education," by Gail Herndon Lawrence, presents a number of challenges that have the potential to totally rearrange library use instruction. The essence of her argument is that in the decentralized information environment of the future, library use instructors will act as creative middlemen who will assist in the formulation of data bases and provide feedback from users. At the same time, these librarians will assist users as information consultants in all aspects of data-base usage. This is a compact synopsis of a complex article. It should be read carefully so that librarians can begin to address the many challenges presented.

Richard Hume Werking in "Evaluating Bibliographic Education: A Review and Critique" provides a well-balanced analysis of a persisting problem. He goes through

the entire range of evaluation questions: the why, where, and how, tests, surveys, quantitative measures, and proof that instruction is worthwhile. Each is kept in proper perspective, and Werking concludes that no clear national consensus will emerge. "Illuminative Evaluation," a relatively new technique, is discussed briefly as it is employed by European librarians. This article makes a good case for the necessity of evaluation and at the same time provides a good overview of the subject.

The four articles mentioned above are recommended for all who have an interest in library use instruction. Whether or not instruction librarians will find the balance of the issue useful will depend on their knowledge and experience in the field.—*Thomas Surprenant, University of Rhode Island, Kingston.*

Reform and Renewal in Higher Education: Implications for Library Instruction. Papers presented at the Ninth Annual Conference on Library Orientation for Academic Libraries, held at Eastern Michigan University, May 3-4, 1979. Carolyn A. Kirkendall, ed. Ann Arbor: Pierian Pr., 1980. 138p. \$10. LC 80-81485. ISBN 0-87650-124-2.

While this conference was intended to explore the effects of the current back-to-basics movement on the field of library instruction, this is not reflected in the papers presented. There is no analysis of the movement or its philosophy of education, and no discussion of the relationship between the current trends in educational reform and their attitude toward library use and instruction. The major point seems to be that this interest in educational reform gives new hope but no assurances that library instruction may find a basis for inclusion in the general or liberal education curriculum. Despite this mismatch of title and content, the volume presents some useful, and in at least one instance, important insights.

Six of the articles report on library instruction developments at their authors' institutions. While some attempt to tie those to the back-to-basics movement (authors from Harvard, Northern Virginia Community College), others (from Lake Forest College, Tusculum College, Christopher New-