

body of journal literature covering the various types and aspects of current awareness services, the curricula in most library schools make no more than a cursory mention of the subject. There is, therefore, an obvious need for a textbook treatment that would present the material in a way that a library school student or a beginning professional can follow step by step.

Kemp's outline fills this need adequately. Not only does the book describe the historical origins of the awareness services, but it also covers the mechanics of its development, operation, costing, and evaluation. Considerable attention is given to the most notable of these services, such as the use of SDI and Viewdata.

Kemp admits that this is not a literature survey although there are references to some of the well-known contributions. There is a detailed subject index. The point is well taken that the successful operation of this service depends to a large extent on the enthusiasm and knowledge of the individual librarian. This book should be recommended reading for all public service librarians.—Sarojini Balachandran, *University of Illinois, Urbana-Champaign*.

Jahoda, Gerald, and Braunagel, Judith Schiek. *The Librarian and Reference Queries: A Systematic Approach*. Library and Information Science. New York: Academic Press, 1980. 1,975p. \$12. LC 79-6939. ISBN 0-12-37960-8.

This textbook, based on the theory that teaching reference work must involve practice in answering reference queries, is intended for use in introductory reference courses. The authors suggest that it might also be used for in-service or self-paced training as well. Quoting the assertion that one-half of all reference questions are incorrectly answered, the authors of this book proceed methodically from a fairly basic discussion of just what a reference query is, through the logical steps of negotiating the reference interview and sorting out possible sources based on the type of answer required, to an eventual discussion of the application of the principles learned to on-line computer searching.

The authors, on the library school faculties at Florida State University and SUNY

at Buffalo, respectively, do not discount the value of traditional reference courses, but they do emphasize a more comprehensive need to handle the query situation effectively, assuming a familiarity with the twelve categories of fundamental reference sources. They acknowledge that, in effect, the course of study they advocate allows for the traditional study of basic reference sources but simultaneously provides for the effective use of these titles as well as the newer ones being published at ever-increasing speed. The emphasis is on complementing knowledge of specific sources with a concept of logical progression that allows for addition and revision to the core reference collection.

The trained librarian may find this approach annoyingly simple at times, particularly in the early chapters, which break sample reference queries down into "givens" and "wantseds," but the process involves stating the obvious in an effort to extract the basic thought process involved in deductive reasoning. A good, experienced reference librarian has internalized this process through common sense and practice. After breaking the material down into the most basic elements, the authors then proceed to construct the systematic approach they advocate, culminating in a concise application of the principles to using on-line data bases, which are of course mechanical, though logical, products. In this regard the authors have avoided the tendency to overlook the most fundamental concepts involved in the use of technology. Neither do they view computers as magical machines unrelated to the routine process of deduction. The authors show the student that in on-line searching, computers are a logical extension of the manual and cerebral functions of a good librarian.

Although there is no lengthy supporting bibliography, there are brief lists of additional readings following selected chapters. These are recent and pertinent. Each chapter also includes a summary, questions for further discussion, and exercises. There are also ample illustrative tables, a brief index, and a general selection of practice reference queries with answers.

Some of the better chapters of the book deal with the negotiation of the query,

which, as the librarian knows, often is exemplified by the statement "It is very difficult to put into words what you do not know." These chapters touch on the many obstacles to effective communication between librarian and the person needing assistance, and while not all the solutions for mastering the reference interview are provided, at least the beginning student of librarianship is introduced to the types of negotiation that are required of a reference librarian trying to coax out of the patron the real question and proceeding to help answer it.

In brief, this book deals with the reference process, as opposed to the study of specific titles, a process advocated to be a methodical, developmental sequence of decisions and actions that, at least in theory, will assist the reference librarian perform his or her function successfully and with satisfaction. It is allowed that everyday practice does not always follow the model, but the general process should be helpful in developing an effective reference method.—*James F. Parks, Jr., Millsaps College, Jackson, Mississippi.*

Proceedings from Southeastern Conference on Approaches to Bibliographic Instruction, March 16-17, 1978. Edited by Cerise Oberman-Soroka. Charleston, S.C.: Continuing Education Office, College of Charleston, 1978. 136p. \$7.

Proceedings from the 2nd Southeastern Conference on Approaches to Bibliographic Instruction, March 22-23, 1979. Edited by Cerise Oberman-Soroka. Charleston, S.C.: College of Charleston Library Associates, 1980. 71p. \$7. (Available from: Treasurer, College of Charleston Library Associates, Robert Scott Small Library, Charleston, SC 29401. Make check payable to: The College of Charleston Foundation, Inc.)

Conferences on bibliographic instruction are burgeoning, as are the published proceedings of the conferences. Having recently held its third annual conference, the Southeastern Conference on Approaches to Bibliographic Instruction is giving the LOEX Conference competition.

The first Southeastern Conference dealt with the construction, implementation, and

evaluation of bibliographic instruction. James Ward began the conference with a review of instruction programs and activities in the Southeast. Carla Stoffle outlined the steps necessary to inaugurate an instruction program and how to formulate objectives. The exercises and bibliography included with Stoffle's paper are particularly helpful. A developmental model for an instruction program was proposed by Keith Cottam. Sources of funding were discussed by Laurence Sherrill. He offered excellent advice on grantsmanship. Thomas Surprenant and Evan Farber both reported on specific programs in which they had been involved. In a delightful paper entitled "Bibliographic Instruction and 'Murphy's Law,'" Pamela Cravey concludes that "no single method works in all situations, no single method works in any situation but some methods work in some situations."

The final two papers, by Larry Hardesty and Richard Werking, dealt with promotion and evaluation of bibliographic instruction. Werking ended on a positive note, saying that bibliographic instruction does make a difference.

In addition to biographical notes on the speakers and a list of participants, the editor added a selective bibliography of periodical literature and ERIC reports for 1977.

The second conference, with the theme "Challenge of Change," presented speakers with a more pessimistic and defensive attitude. Anne Roberts presented a paper on the internal and external politics of library instruction in which she concluded that politics must play a part in our potential growth.

The defense of credit courses, independent study, and class-related instruction was discussed by Jacquelyn Morris, James Self, Patricia Kampe, and Sharon Rogers. Pamela Palmer and Donna Gambill advocated bibliographic instruction integrated with academic courses. Philip Dare countered this idea, saying that one-to-one contact between the librarian and patron should not be forgotten. The independent study approach through a workbook was presented by Judith Pryor. In conclusion, James Benson suggested in a radical assessment that bibliographic instruction must be scrutinized in order to prevent mistakes