

that are made "upon a shared misapprehension of reality."

Published proceedings of conferences miss the spontaneity and personality of "live" speakers, but in these days of dwindling travel budgets they are better than not knowing what is being discussed.—Christine Bulson, *State University of New York, College at Oneonta*.

Improving Library Instruction: How to Teach and How to Evaluate. Papers presented at the Eighth Annual Conference on Library Orientation for Academic Libraries held at Eastern Michigan University, May 4-5, 1978. Edited by Carolyn A. Kirkendall. Library Orientation Series, no.9, Ann Arbor, Mich.: Pierian Press, 1979. 142p. \$8.50. LC 79-87707. ISBN 0-87650-109-9.

Over the years, and with few exceptions, the presentations from the annual conferences on Library Orientation for Academic Libraries at Eastern Michigan University have provided academic librarianship with noteworthy and pertinent information and reportage. Beginning in 1971 with the first conference, entitled "Library Orientation," the succeeding sessions have extended a variety of focuses on library instruction.

As noted by the editor, Carolyn Kirkendall, this latest volume in the series is still labeled "orientation" even though most librarians now prefer to utilize other terminology, including the popular "bibliographic instruction" and "user education."

The eighth annual conference provided attention for "how to" teach and evaluate. The perspectives given included learning and motivation, Project LOEX, instruction with slides, freshmen programs, and the British scene, to name a few.

The chapter on LOEX and the national scene by project director Kirkendall includes information on current trends. LOEX now is listed as being in contact with some 1,600 academic libraries that are developing or giving some form of library instruction to collegians. Kirkendall correctly states that all of the areas she covers within these trends seem to emphasize the propensity exhibited toward the continuing support for such services. Most programs that have shown promise now have administrative

backing of some kind. Last, Kirkendall states that "Instruction itself is not just a frill . . . or a ploy . . . or a gimmick . . . or a convenient bandwagon onto which the ambitious reference librarian can jump to be seen. It is an essential service of the academic library."

The reflections of Edward G. Holley in terms of the past and future are very aptly set forth. In summation he stipulates some queries that should be addressed, including one that refers to future patterns of attempts to serve users in academic libraries. He does not sally forth with definitive answers but brings his positivism via a Justin Winsor dictum: "A collection of good books, with a soul to it in the shape of a good librarian, becomes a vitalized power among the impulses by which the world goes on to improvement."

Some of the sections read slowly because they were initially intended to be heard. The annotated review of the literature by Hannelore B. Rader has extended, updated sources that will continue to prove useful to many instruction librarians.

As expected, Carolyn A. Kirkendall has edited another outstanding compilation of succinct speeches (she notes that they are not papers) from the Eastern Michigan conference. This volume is recommended for all those involved with some type of library instruction program.—Barbara Grippe, *Edinboro State College, Edinboro, Pennsylvania*.

Rogers, A. Robert. *The Humanities: A Selective Guide to Information Sources*. 2d ed. Library Science Text Series. Littleton, Colo.: Libraries Unlimited, 1979. 355p. \$19.50 cloth, \$13.50 paper U.S. and Canada; \$23 cloth, \$16 paper elsewhere. LC 79-25335. ISBN 0-87287-206-8 (cloth); 0-87287-222-X (paper).

The first edition (1974) of *The Humanities* opens with the statement that the work "is planned as a text rather than a research treatise." The present edition makes no such claim; in fact, it does not mention its intended audience or purpose. Since, however, the approach, format, and content are so similar to those of the earlier edition and since the work is in the publisher's Library Science Text Series, one can surmise