

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-

port College) are less self-consciously related to educational reform. All are useful descriptions of specific program developments which reflect a sophisticated course-related/course-integrated approach to library instruction. The articles reflect how the library can both respond to educational change and be a catalyst for change. This volume, like the previous proceedings, includes the EMU library director's introduction to the conference, Carolyn Kirkendall's state-of-LOEX (Library Orientation and Instruction Exchange—the clearinghouse for information on the conference subject), Hannelore B. Rader's annual annotated bibliography of the library orientation and instruction literature, as well as A. P. Marshall's always stirring "sermon" on librarians as educators.

Buried among these familiar aspects is Richard Dougherty's paper "Getting a Larger Slice of the Budget Pie for Library Instruction." This analysis of the real world of competition for a piece of the library's budget is on target. Every instruction librarian should read the article and take its points to heart.

Library and academic administrators can read this volume and sense the variety and high level of development that has occurred in the field. Library instruction is no longer the special program of a few institutions, and this volume reflects that. Practicing instruction librarians should scan the contents for those choice suggestions and specific ideas that will help them improve their programs. They will not be disappointed.—*Thomas G. Kirk, Berea College, Berea, Kentucky.*

Ristow, Walter W. *The Emergence of Maps in Libraries*. Hamden, Conn: Shoe String, 1980. 358p. \$27.50. LC 80-12924. ISBN 0-208-01841-7.

Walter Ristow, retired chief of the Geography and Map Division in the Library of Congress, has been a prolific and valuable contributor to the literature in the field of maps over the past forty years. Though most of his published works are in the areas of cartobibliography and the history of cartography, he has also written numerous papers on various aspects of map librarianship. It is from the latter area that the

selections for this book are drawn. Essentially a collection of reset reprints of articles written by Ristow from 1939 to 1979, *The Emergence of Maps in Libraries* provides fresh access to widely scattered, mostly out-of-print material. The thirty-five essays have been arranged in seven parts, touching on most of the daily issues facing custodians of map collections and also giving a history of the development of this branch of special librarianship. Well written and readable, these selections, while often a summary of the state of the art at the time they were written, provide the reader with bibliographical references for further exploration of the topic. The variety of periodicals from which these essays were taken and the varied levels of approach testify to the multidisciplinary audience for cartographic information.

It is frequently illuminating to read articles on a particular subject published over the course of many years, and some sections of this volume are well served by this approach. "Part I: History and Development of Map Librarianship," written at ten-year intervals, for example, benefits from the immediacy of Ristow's assessments of the profession. The same is true in "Part IV: Reference and Bibliographical Services," where the selection of articles aptly demonstrates the correlation between historical events and the demands made on a cartographical collection and its keepers.

Some sections, however, are not so well served. "Part III: Technical Services" contains articles written from 1966 to 1979. The selections that discuss the Geography and Map Division's work and progress with machine-readable map cataloging were written in 1966 and 1971. Much has happened in this area of librarianship in nine years. Though the introduction informs the reader of the time gap in this particular instance and of the potential for similar anomalies in other areas, it would seem that the 1980 imprint places certain editorial responsibilities on the publisher—in this case, a postscript or a supplementary bibliography.

The user of this volume, then, must always keep in mind the year in which each selection was written. Some works cited by Ristow as being in the process of publication were indeed published and are now